

1997-98 Louisiana Progress Profiles

District Composite Report

St. Tammany Parish

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Louisiana Department of Education
Office of Management and Finance
Division of Planning, Analysis, and Information Resources

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The passage of the Children First Act in 1988 ushered in a new generation of analysis and research about the overall quality and condition of education in Louisiana. As the national reform of education continues to evolve, Louisiana is steadfast in its commitment to quality education and school accountability.

Progress Profiles (*School Report Cards*, *District Composite Reports*, and the *State Report*) provide information about schools to parents and the general public, provide a basis for educational planning, and increase educational accountability at all levels. By providing policy makers, parents, and other interested citizens valuable information on the inputs, processes, and outcomes of public education, these documents also offer a valuable resource for advancing school improvement.

The Progress Profiles Program, which is administered by the Louisiana Department of Education (LDE), Office of Management and Finance, Division of Planning, Analysis and Information Resources, was founded on the premise that educational improvement is most successful when parents, school staff, and policy makers have access to accurate information on a wide range of factors believed to influence student learning. The indicators included in the *Progress Profiles* were carefully selected because they:

- have been demonstrated through school effectiveness research to be related to student learning;
- represent key features of schooling that can be influenced by parents, school staff, and policy makers, and thus are useful for school improvement purposes; and
- yield the maximum amount of accurate and essential information possible without posing undue reporting burdens at either the school or district level.

To offer the most comprehensive overview possible and serve the specific needs of varied audiences, three levels of reporting are provided.

1. *School Report Cards* are tailored to the needs of parents and the general public. For 1997-98, *School Report Cards* were produced for **1,414 of 1,445** public elementary, middle/junior high, high, and combination schools statewide.
2. *District Composite Reports* are produced for all 66 Louisiana public school districts. The most detailed and comprehensive of the three levels of reporting, these reports offer local and state-level policy makers longitudinal data.
3. The *Louisiana Progress Profiles State Report* is best suited to the needs of the general reader because it provides a succinct overview of the major characteristics of Louisiana education based on *School Report Card* findings.

“Any effort to improve schools must be designed to meet the goal of creating an active, thinking curriculum in specific disciplines, and success should be judged by whether increasing numbers of students reach agreed-upon performance standards.”

—Bill Honig

Phi Delta Kappan, June 1994

Purpose of the *District Composite Report*

The purpose of the *District Composite Report* is to provide information relevant to the condition of education in Louisiana. This report provides detailed longitudinal information on various indicators as well as analysis of data where feasible. It serves as an effective tool to aid policy makers and district administrators in identifying opportunities for school improvement.

Organization of this Report

The summary tables following this introduction offer district-level information for all indicators. In addition to quick-reference tables at the front of this report, district socioeconomic and demographic data are provided to aid readers. Financial information is included to give a more complete picture of Louisiana school districts.

The remainder of the report is organized into five parts, each encompassing a series of related educational indicators.

- *Part 1. District Summary.* School performance is influenced by community socioeconomic characteristics and by the level of local financial support for public education. Part 1 therefore presents parish (as opposed to district) demographic and socioeconomic indicators ranging from household income distribution and teen pregnancy rate to district revenue, expenditures, and average teacher salaries. District summary tables of all *Profile* indicators also are provided in Part 1.
- *Part 2. School Characteristics.* The context within which students are educated and the level of educational resources available to them impact learning. Part 2 focuses on key educational “inputs” and resources at the school level, i.e., the size of the student body and faculty, the school’s category (e.g., elementary schools, middle schools, etc.), class sizes, and the academic preparation of faculty.
- *Part 3. Student Participation.* For students to receive an education, they must first have the opportunity to learn; thus, the extent to which students are present and actively engaged in schooling is of vital importance (Oakes, 1989). Part 3 presents

three indicators that provide some measure of student participation: attendance, suspensions/expulsions, and dropouts.

- *Part 4. Student Achievement.* Part 4 reports three types of school-level outputs: student performance on 1) reading level evaluation results for grades 2 and 3, which assess students’ ability to read and comprehend on grade level, 2) criterion-referenced tests (CRTs), which measure students’ performance on state-prescribed curricula, and 3) norm-referenced tests (NRTs), which indicate how Louisiana students compare with other students nationally. The Reading Level Evaluation Results reported on the *School Report Cards* are based on the assessment conducted on second and third grade students by their teachers at each profile school. The CRT results reported on the *School Report Cards* are based on student performance on Louisiana Educational Assessment Program (LEAP) tests administered at the third, fifth, and seventh grade levels and on the Graduation Exit Examination (GEE), which is administered in grades 10 and 11. The NRT results, which are also part of LEAP, reflect student performance utilizing two tests: 1) *The Iowa Tests of Basic Skills (ITBS)* which is administered for grades 4, 6, and 8, and 2) *The Iowa Tests of Educational Development (ITED)* which is administered for grades 9, 10, and 11.
- *Part 5. College Readiness.* One goal of elementary-secondary schooling is to ensure that those students seeking an advanced education are adequately prepared for college. The *School Report Cards* present two indicators of college readiness: 1) student performance on the American College Test (ACT), a national test commonly used for college placement purposes, and 2) the percentage of high school graduates who take remedial courses as first-time college freshmen.

A brief narrative, organized as follows introduces each indicator presented in this report:

- an introduction to the indicator and its significance in the study and/or promotion of student learning;

-
- a description of how data are organized in the accompanying table(s);
 - a description of how data appear in the *School Report Cards*;
 - definitions of key terms, where applicable;
 - formulas/equations used to calculate statistics, where applicable; and
 - the source(s) of the data presented.

A glossary at the end of this report provides operational definitions for key terms.

School Categorization

The mission, organizational structure, and outcomes of schooling vary depending on the level of instruction (i.e., elementary, middle, etc.) (Levine & Lezotte, 1990). In recognition of this, the Profiles Program began in 1993-94 to group schools into four reporting categories based on level of schooling: elementary, middle/junior high, high, and combination (i.e., K-12).

Category comparison statistics are presented by district and for the state as a whole for those indicators that are not reported by grade level; these include class size, attendance, suspension, and expulsion. This homogeneous grouping of schools by level of instruction fosters probably the fairest comparisons; however, district and statewide comparison statistics also are provided.

Note: Category comparison statistics are provided for only those indicators that are reported at the school level. There are no category statistics for the testing and dropout indicators, which are reported by grade level and therefore have even greater comparability than those performance data that are reported by category.

All schools receiving 1997-98 *School Report Cards* are placed into one of four categories:

- *elementary*—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.
- *middle/junior high*—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8, and excludes grades in the K-3 and 10-12 ranges.
- *high*—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.
- *combination*—any school whose grade structure falls within the K-12 range and is not described by any of the above definitions. These schools generally contain some grades in the K-6 range and some grades in the 9-12 range. Examples would include grade structures such as K-12; K-3, 9-12; and 4-6, 9-12.

If a school has been re-categorized due to a change in grade structure, that school's longitudinal data will appear in more than one category. For example, if Central High School had grades 9-12 from 1990-91 through 1992-93, its longitudinal data for those years would appear in the high school category. If Central High School became a K-12 school in 1993-94, its data in 1993-94 and thereafter would appear in the combination school category.

As a convenience to readers, the data tables that are organized by category are cross-referenced. In the above example, the high school category data would refer readers interested in Central High's longitudinal performance to the combination category data and vice versa.

Demographic Indicators Associated With Educational Attainment

Research has shown that demographic and socioeconomic variables affect student achievement. An analysis of the background characteristics of the student population places the school performance indicators in their broader context and helps shed light on the degree of difficulty that certain school districts or states experience in educating their particular student populations. In other

words, inclusion of the demographic indicators in Part 1 provides a context for interpretation of the outcomes.

The *District Composite Report* presents the following socioeconomic and demographic information at the parish (not district), state and national levels:

- education attainment,
- labor force breakdown,
- unemployment rate,
- per capita income,
- household income distribution,
- population by race,
- single parent households,
- all persons living below the poverty level, and
- teen pregnancy rate.

The data are supplied by the U.S. Bureau of the Census, the Louisiana Department of Health and Hospitals, and Northeast Louisiana University Center for Business and Economic Research.

District Financial Overview

There are many factors which contribute to the overall profile of a school district. Financial information is one of the vital factors which are part of that profile. Inclusion of this information in Part 1 helps the reader understand how a public school district functions, and it provides additional context for the interpretation of educational indicators.

Longitudinal Analysis: Tracking School Progress Over Time

By law, the Progress Profiles Program is required to present six years of data (the current year and the five previous years). These longitudinal school-level data are presented in the *District Composite*

Report. Each year, the *Composite Reports* are updated by adding the most current year's data and deleting the data that are more than six years old. The *School Report Cards* and *Progress Profiles State Report*, on the other hand, present only the most current year of data so that parents and policy makers who want a very concise and current snapshot of education performance need not wade through voluminous amounts of information.

Incorporating longitudinal data in the *District Composite Report* enables policy makers to anticipate changes in educational outcomes, not just describe them (Smith, 1988). However, longitudinal reporting does complicate the presentation of data. To assist policy makers in interpreting data, tables in the *District Composite Report* have been formatted as follows:

1. *Cross-sectional data* (i.e., for any given year) are presented vertically in columns. School-to-school comparisons can be made within any given year by scanning up and down columns.
2. *Longitudinal data* are presented horizontally in rows. An individual school's progress on any single variable can be charted over time by scanning left-to-right across columns.
3. Schools are listed in *sequential order*, based on school site code and school category.
4. The 1995-96, 1996-97, and 1997-98 data are shaded as a reminder that 1995-96 was the first year that *Progress Profiles* data were extracted from the Student Information System (SIS), establishing a new baseline year for *Profiles* reporting purposes. **Comparisons between the 1995-96 and subsequent years to previous years' data are strongly discouraged (see box on next page).**

All longitudinal tracking of individual schools should be conducted with caution. Because schools, like other organizations, are constantly evolving, a school's name and/or grade configuration may change over time. Such changes may or may not signal a major change in the character of the school.

To facilitate longitudinal tracking of individual schools, the six-digit site codes that the LDE assigns to all public schools have been included in all tables. Barring a major change in grade structure at a school, these site codes remain constant over time and therefore are much more reliable identifiers than the school name itself.

In some instances, longitudinal data on a specific indicator are not available for every site due to school openings, closings, and/or reorganizations. Occasionally, an entire indicator may be added. For example, first-time college freshmen data were added to the *School Report Cards* in 1992-93. In instances such as these, the tilde symbol (~) represents “unavailable data.”

Data sometimes are not strictly comparable from one year to the next due to changes in reporting periods, data sources, and/or revisions in indicator definitions. In these instances, the data are footnoted to alert the reader to use caution in drawing longitudinal comparisons.

1995-96 Was A New Baseline Year Comparisons With Prior Years Data Are Strongly Discouraged

Special caution is urged in comparing 1995-96, 1996-97, and 1997-98 performance information to data from prior years because the Progress Profiles Program underwent two major changes in 1995.

1. **All 1995-96, 1996-97, and 1997-98 Student Participation data (i.e., attendance, suspensions/expulsions, and dropouts), some School Characteristics data (i.e., October 1 membership), and some College Readiness data (i.e., graduates) were taken from the student-level Student Information System (SIS).** The SIS data are much more detailed and more precisely defined than the aggregated data collected in prior years. They are not comparable, however, to the school summary data reported prior to 1995-96.
2. **All Student Participation indicators and most Achievement Indicators (i.e., norm- and criterion-referenced test results) have been expanded to include both regular and special education students.** In previous years, these indicators were limited to regular education students.

As a special caution to readers, the columns of 1995-96, 1996-97, and 1997-98 data are shaded. Data from prior years are presented only for the convenience of readers whose information needs are more historical than comparative.

The Challenge: Accurate and Reliable Reporting

Measurement is a process involving both theoretical as well as empirical considerations. Most assuredly, research based on the inadequate measurement of indicators does not result in a greater understanding of the particular indicator (Carmines and Zeller, 1979). Though it is widely recognized that the best educational policy is made when officials have access to accurate information, the use of inaccurate or unreliable data is more dangerous than no information at all. Recognizing this, every effort has been made to ensure the reliability and validity of the data reported on the *Progress Profiles*. Toward that end, LDE and district staff examine each indicator through a meticulous data correction and verification process.

The Progress Profiles Program has grown substantially over the past several years. The LDE has executed an elaborate process for data verification and analysis to ensure that quality is an intrinsic part of each *Progress Profiles* report.

Satisfying the Need for Analysis

Though all states have some form of educational performance indicator system, the criticism is often heard that too few do anything with the data. “The missing ingredient in most education indicator systems is analysis,” notes Allen Odden. “Analysis is critical; it makes sense of the data, explores relationships among the inputs, processes, and outputs of the educational system, and makes policy recommendations for change” (Odden, 1990).

In keeping with national trends toward supplementing educational indicator systems with policy-relevant analysis, LDE staff research the relationships among various *School Report Card* indicators and explore their utility as predictors of student performance. The results of some analyses are presented in shaded boxes accompanying the narrative introduction to each indicator.

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LDE research offers statistical support for what teachers and other educators have long assumed: schools that display the highest level of student achievement are schools with a high percentage of student attendance, a low percentage of students suspended, and a low percentage of student dropouts (Franklin and Crone, 1993).

Part 1. District Summary

Parish Socioeconomic And Demographic Overview	1-1
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Parish Socioeconomic And Demographic Overview

The socioeconomic and demographic composition of the parish may shed light on household situations and thus the educational system of a school district. Issues such as income, poverty rate, single parent households, and teen pregnancy affect family function, which is strongly linked to achievement. This section examines state- and national-level information for each parish socioeconomic and demographic indicator presented.

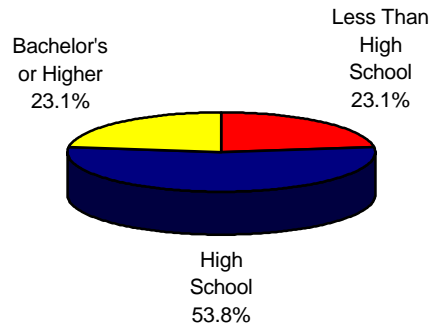
Definitions

- *Education Attainment*—is divided into three levels:
 1. Less than high school degree: includes persons of compulsory school attendance age or above who are not enrolled in school and are not high school graduates.
 2. High school degree: includes persons whose highest degree is a high school diploma or its equivalent and those who have attempted some college or have received an associate degree. Persons who completed the twelfth grade but did not receive a diploma are not included.
 3. Bachelor's degree or higher: includes those persons who have received a college, university, or professional degree.
- *Labor Force*—is divided into four categories:
 1. White collar: includes persons with executive, administrative, and managerial occupations; professional specialty occupations; technicians and related support occupations; sales occupations; and administrative support occupations, including clerical.
 2. Blue collar: includes persons with precision production, craft, and repair occupations; transportation and material moving occupations; positions held by machine operators, assemblers, and inspectors; and positions held by handlers, equipment cleaners, helpers, and laborers.
 3. Service & Other: includes persons with private household occupations, protective service occupations, and other service occupations.
 4. Agriculture: includes persons who perform farming, forestry, and fishing industry jobs.
- *Household Income Distribution*—is divided into seven major groups. The annual income range begins with below \$15,000 and ends with \$100,000 and above.
- *Population by Race*—is divided into three major groups, white, black, and “other.” The “other” category consists of Native Americans and Asian/Pacific Islanders. It should be noted that, according to the 1990 Bureau of Census data, Hispanic origin can be viewed as the ancestry, nationality group, lineage, or country of birth of the person or the person's parents or ancestors before their arrival in the United States. Persons of Hispanic origin may be of any race and are therefore included in the categories of white, black, and “other.”
- *Single Parent Household Rate*—is the number of single parent households divided by the total number of households.
- *Poverty Threshold*—is revised to allow for changes in the cost of living as reflected in the Consumer Price Index. According to the 1990 Bureau of the Census data, the average poverty threshold for a family of four persons was \$12,674.
- *Teen Pregnancy Rate*—is the total number of teenage girls under the age of 19 divided by the total number of pregnant women.
- *Per capita income*—is the average income computed for every man, woman, and child in a particular group. The Census Bureau derived per capita income by dividing the total income of a particular group by the total population in that group (excluding patients or inmates in institutional quarters).
- *Unemployment rate*—is the total number of persons not working, who are available and seeking work, regardless of age, as a percentage of the civilian labor force. This is considered the official unemployment rate and is typically cited in comparisons.

St. Tammany Parish Socioeconomic and Demographic Overview

As each school district works toward its educational vision and goals, social and economic factors within the parish may directly or indirectly affect the educational experience of students. An overview of the relevant demographic and socioeconomic profile of each parish places the education indicator data presented in this report in the proper context. These data provide a socioeconomic and demographic profile of the parish as a whole, not the public school district. In preparing this section, every effort was made to obtain the most recent data available for each indicator.

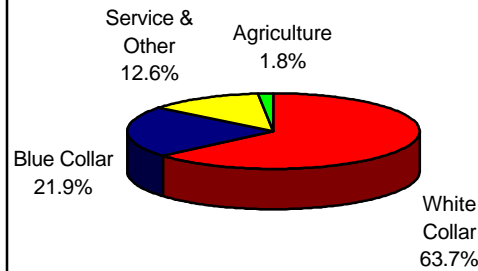
Education Attainment



	Bachelor's or Higher	High School	Less Than High School
State	16.1%	68.3%	15.6%
Nation	24.7%	62.2%	13.1%

Sources: Northeast Louisiana University, Center for Business and Economic Research and NCES, 1995.

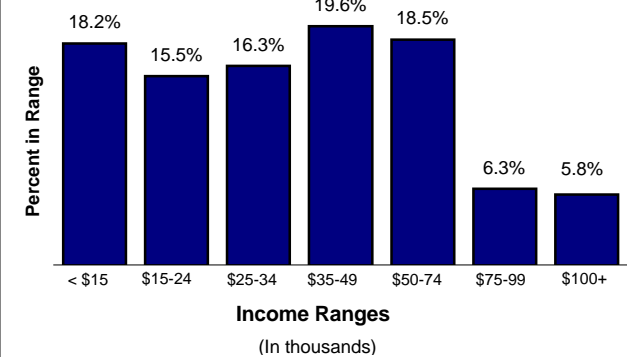
Labor Force



	White Collar	Blue Collar	Service & Other	Agriculture
State	55.9%	27.4%	14.2%	2.5%
Nation	57.8%	25.6%	13.7%	2.9%

Source: US Bureau of Census, 1990.

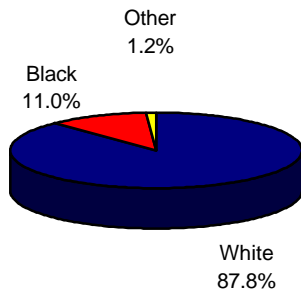
Household Income Distribution



	<\$15	\$15-24	\$25-34	\$35-49	\$50-74	\$75-99	\$100+
State	36.3%	18.8%	14.8%	14.7%	10.3%	2.7%	2.4%
Nation	24.3%	17.4%	15.2%	17.3%	15.4%	6.0%	4.4%

Source: US Bureau of Census, 1990.

Population by Race



	White	Black	Other
State	67.3%	30.8%	1.9%
Nation	83.9%	12.3%	3.8%

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Poverty Level

	Parish	State	Nation
All Persons Living Below Poverty Level	14.4%	23.6%	15.7%

Source: Northeast Louisiana University, Center for Business and Economic Research, 1993.

Single Parenthood

	Parish	State	Nation
Single Parent Households	13.4%	19.1%	14.8%

Source: US Bureau of Census, 1990.

Source: US Bureau of Census, 1990.

Labor Related Statistics

	Parish	State	Nation
Per Capita Income ¹	\$23,006	\$19,709	\$24,436
Unemployment Rate ²	5.0%	6.6%	5.4%

Sources: 1) Northeast Louisiana University, Center for Business and Economic Research, 1996. 2) Bureau of Labor and Statistics, US Dept of Labor, 1996.

Teen Pregnancy

	Parish	State	Nation
Teen Pregnancy Rate	11.0%	18.9%	12.9%

Source: Louisiana Department of Health and Hospitals, 1996.

Financial information broadens the understanding of how public school districts function and provides additional context for the interpretation of educational indicators. The two major components of the financial information are revenues and expenditures.

Definitions

- **Revenues**—are governmental funds appropriated for public education. Revenues are received from four main sources:
 1. **Local**: monies collected directly by a district through taxes (ad valorem, sales, and use taxes), bonds, revenues from other local government units, tuition, transportation fees, earnings of investments, food service, and community service.
 2. **State**: monies received from the state government through Louisiana's Minimum Foundation Program (MFP) formula, grants-in-aid, and specific programs such as the Early Childhood Program.
 3. **Federal**: monies received from the federal government through a variety of programs such as Title I, Impact Aid Fund, Reserve Officer Training Corps Program (ROTC), Headstart Programs, School Food Service, Adult Basic Education, and Special Education.
 4. **District revenues per pupil**: total revenues divided by the adjusted October 1 funded student membership.
- **Expenditures**—are charges incurred, whether paid or unpaid, which benefit the current fiscal year. Total expenditures include the following categories:
 1. **Instructional Expenditures**: monies spent for classroom instruction, pupil support, and instructional staff support.

2. **Non-instructional expenditures**: monies spent for school administration, business services, operations and maintenance, transportation, food services, enterprises, and community services.
3. **Facility Acquisition & Construction Services**: monies spent for activities concerned with acquiring land and buildings, remodeling buildings, constructing buildings and additions to buildings, initially installing or extending service systems and other built-in equipment, and improving sites.
4. **District expenditures per pupil**: total expenditures minus debt service divided by the adjusted October 1 funded membership.

Additional items frequently of interest to the public are *average salary of full-time teachers* and *beginning teacher salary*. Average salary calculations include full-time classroom teachers and librarians; special education teachers, aides, guidance counselors, and part-time teachers are not included. *Beginning teacher salary* is defined as the salary paid to a new teacher with a bachelor's degree and no experience. This information is different from *average salary of full-time teachers*, which is an average of all teachers' salaries in the district.

Note: Some districts' financial data may be adjusted after the publication of this report due to audits. The financial information in this section is based on the December 1, 1998, figures provided by the Office of Management and Finance, LDE.

* Debt service and other long-term obligations are not included in expenditure figures because these monies provide services during multiple years and should not be attributed to only one year.

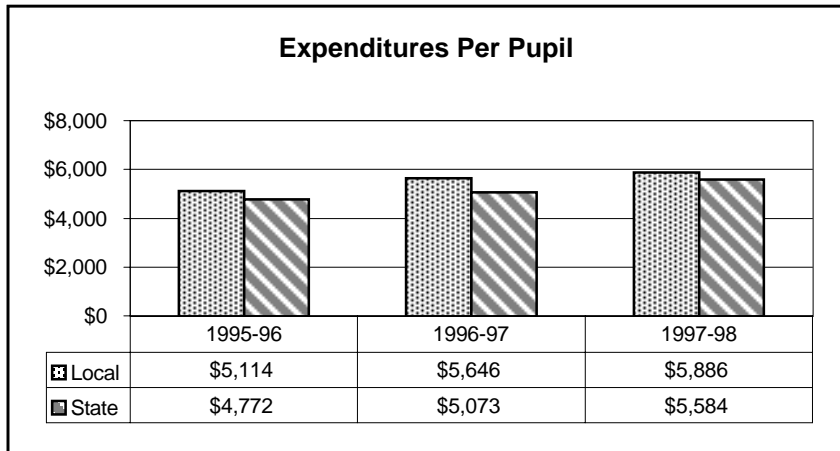
St. Tammany Parish Financial Profile

District Revenue by Source									
Revenue Source	1995-96			1996-97			1997-98		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Local	\$70,691,353	41.9%	36.8%	\$78,966,833	41.9%	37.4%	\$83,810,999	41.2%	37.6%
State	\$87,141,280	51.6%	50.9%	\$98,043,363	52.1%	50.8%	\$107,633,633	52.9%	51.0%
Federal	\$10,921,968	6.5%	12.3%	\$11,334,133	6.0%	11.8%	\$12,159,109	6.0%	11.4%
Total	\$168,754,601	100.0%	100.0%	\$188,344,329	100.0%	100.0%	\$203,603,741	100.0%	100.0%

Adjusted October 1 Student Membership		
1995-96	1996-97	1997-98
31,683	32,475	32,355

Revenues Per Pupil			
	1995-96	1996-97	1997-98
Local	\$5,326	\$5,800	\$6,293
State Average	\$4,981	\$5,296	\$5,818

Teacher Salaries			
Year	Local Beginning Salary	Local Average Salary	State Average Salary
1995-96	\$20,760	\$29,069	\$26,800
1996-97	\$22,479	\$30,964	\$29,025
1997-98	\$24,318	\$32,752	\$31,131



District Expenditures by Category									
Expenditure Category	1995-96			1996-97			1997-98		
	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %	Amount	% of District Total	State Average %
Instructional Expenditures	\$104,941,307	69.5%	68.0%	\$115,758,649	69.9%	68.2%	\$128,758,026	71.1%	68.9%
Non-Instructional Expenditures	\$46,145,607	30.5%	32.0%	\$49,786,916	30.1%	31.8%	\$52,358,142	28.9%	31.1%
Subtotal	\$151,086,914	100.0%	100.0%	\$165,545,565	100.0%	100.0%	\$181,116,168	100.0%	100.0%
Facility Acquisition & Construction Services	\$10,945,612			\$17,795,063			\$9,325,382		
Total Expenditures (excluding debt services)	\$162,032,526			\$183,340,628			\$190,441,550		

Notes:

1. District financial data may be adjusted as a result of audits conducted by the Louisiana Department of Education.
2. Percentages may not total to 100% due to rounding.
3. Revenue per pupil and operating expenditure per pupil are based on adjusted October 1 funded student membership.

District Indicator Summary Results

School Characteristics

Schools in St. Tammany Parish

		Schools in St. Tammany Parish					
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
Tammany Parish							
October 1 Membership		28,832	29,997	31,155	31,667	32,384	32,215
Number of Faculty		1,953	2,051	2,205	2,299	2,353	2,402

Faculty with a Master's Degree or Higher

Faculty with a Master's Degree or Higher											
1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
46.98	909	47.61	966	47.93	1,043	48.03	1,087	48.67	1,132	48.83	1,173

Class Size Characteristics for Grades K-12

Elementary Schools

Class Size Characteristics for Grades K-12	Class Size Characteristics for Grades K-12											
	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Elementary Schools												
Class Size Range 1 - 20	~	~	14.80	161	15.81	182	27.60	364	22.95	313	27.32	392
Class Size Range 21 - 26	~	~	54.23	590	52.04	599	49.73	656	56.67	773	48.78	700
Class Size Range 27 or more	~	~	30.97	337	32.15	370	22.67	299	20.38	278	23.90	343
Middle/Jr. High Schools												
Class Size Range 1 - 20	~	~	21.14	274	28.54	369	29.36	384	31.36	429	29.79	392
Class Size Range 21 - 26	~	~	31.40	407	39.83	515	33.03	432	41.15	563	35.87	472
Class Size Range 27 or more	~	~	47.45	615	31.63	409	37.61	492	27.49	376	34.35	452
High Schools												
Class Size Range 1 - 20	~	~	32.80	630	39.07	836	40.48	938	36.35	889	32.35	764
Class Size Range 21 - 26	~	~	33.68	647	33.93	726	34.79	806	35.12	859	37.64	889
Class Size Range 27 or more	~	~	33.52	644	27.01	578	24.73	573	28.54	698	30.02	709
Combination Schools												
Class Size Range 1 - 20	~	~	34.59	46	25.78	33	~	~	~	~	~	~
Class Size Range 21 - 26	~	~	41.35	55	43.75	56	~	~	~	~	~	~
Class Size Range 27 or more	~	~	24.06	32	30.47	39	~	~	~	~	~	~
All Schools												
Class Size Range 1 - 20	26.04	1,126	25.03	1,111	30.14	1,420	34.10	1,686	31.50	1,631	30.28	1,548
Class Size Range 21 - 26	42.95	1,857	38.28	1,699	40.24	1,896	38.31	1,894	42.39	2,195	40.31	2,061
Class Size Range 27 or more	31.01	1,341	36.68	1,628	29.63	1,396	27.59	1,364	26.11	1,352	29.42	1,504

~ = Unavailable Data

District Indicator Summary Results

Student Participation

Percent of Student Attendance

Student Attendance						
	1992-93 ¹	1993-94	1994-95	1995-96 ²	1996-97	1997-98
<i>Elementary Schools</i>	~	95.52	95.25	95.21	95.18	95.20
<i>Middle/Jr. High Schools</i>	~	93.75	93.56	93.54	94.30	93.85
<i>High Schools</i>	~	91.87	92.00	91.81	92.11	91.83
<i>Combination Schools</i>	~	94.04	93.82	~	~	~
<i>All Schools</i>	93.81	94.18	94.01	93.94	94.18	93.98

Student Dropouts

Student Dropouts												
	1992-93 ³		1993-94		1994-95		1995-96		1996-97		1997-98	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
Grade 7	0.19	5	0.22	6	1.51	43	2.77	77	8.42	239	1.87	53
Grade 8	0.83	21	0.37	10	1.27	34	3.34	90	6.20	163	1.20	32
Grade 9	3.92	115	2.77	80	3.37	99	10.23	315	12.89	409	8.18	251
Grade 10	3.86	86	2.84	68	3.96	99	8.15	202	12.43	307	6.02	152
Grade 11	4.65	87	3.71	73	3.80	79	7.96	175	10.83	237	4.47	98
Grade 12	4.00	63	2.75	45	3.33	58	8.13	160	8.18	162	5.52	111

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

³ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Participation (Continued)

Students Suspended and Expelled		Students Suspended and Expelled											
		1992-93		1993-94		1994-95		1995-96 ¹		1996-97		1997-98	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Elementary Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.01	2	2.20	395
	Suspended (Out of School)	~	~	2.70	425	3.37	554	2.49	443	3.29	591	3.15	566
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	0.05	8	0.09	15	0.03	6	0.01	2	0.07	12
Middle/Jr. High Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.30	327	17.22	1,131
	Suspended (Out of School)	~	~	16.46	1,240	15.14	1,100	12.76	906	9.72	600	13.23	869
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	1.10	83	0.84	61	0.75	53	0.19	12	1.01	66
High Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.30	28	10.75	1,055
	Suspended (Out of School)	~	~	10.70	888	11.79	1,035	10.91	1,020	11.01	1,035	11.42	1,121
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	0.64	53	0.80	70	0.77	72	0.53	50	0.55	54
Combination Schools													
	Suspended (Out of School)	~	~	7.05	87	6.81	86	~	~	~	~	~	~
	Expelled (Out of School)	~	~	0.24	3	0.08	1	~	~	~	~	~	~
All Schools													
	Suspended (In School)	~	~	~	~	~	~	~	~	1.07	357	7.51	2,580
	Suspended (Out of School)	8.21	2,619	8.05	2,640	8.22	2,775	6.96	2,364	6.68	2,224	7.43	2,551
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.14	46	0.45	147	0.44	147	0.39	131	0.19	64	0.38	132

District Indicator Summary Results

Student Achievement

Reading Level Evaluation Results												
1992-93		1993-94		1994-95		1995-96		1996-97		1997-98 ¹		
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	
Reading Level Evaluation Results - Grade 02												
Students Assessed	~	~	~	~	~	~	~	~	~		2,458	
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	21.40	526	
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	30.96	761	
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	47.64	1,171	
Reading Level Evaluation Results - Grade 03												
Students Assessed	~	~	~	~	~	~	~	~	~		2,396	
Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	11.52	276	
Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	28.67	687	
Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	59.81	1,433	

Percent of Students Passing CRT and Number of Students Tested												
1992-93		1993-94		1994-95		1995-96 ²		1996-97		1997-98		
Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	
Criterion-referenced Test (CRT) Results - Grade 03												
Language Arts	97	2,055	98	2,177	98	2,097	96	2,345	96	2,450	97	2,422
Mathematics	96	2,049	96	2,164	97	2,083	94	2,332	95	2,442	94	2,413
Criterion-referenced Test (CRT) Results - Grade 05												
Language Arts	96	2,098	96	2,173	97	2,152	94	2,453	94	2,422	93	2,442
Mathematics	94	2,088	94	2,174	95	2,150	92	2,441	93	2,422	93	2,436
Criterion-referenced Test (CRT) Results - Grade 07												
Language Arts	93	2,166	95	2,151	95	2,198	91	2,476	92	2,520	91	2,548
Mathematics	91	2,143	91	2,148	92	2,191	86	2,467	89	2,504	89	2,542
Graduation Exit Exam (GEE) Results												
Language Arts	96	1,591	95	1,764	95	1,818	93	1,893	91	1,948	95	2,094
Mathematics	91	1,585	87	1,755	88	1,811	86	1,889	84	1,973	86	2,079
Written Composition	95	1,575	96	1,740	99	1,801	98	1,786	98	1,879	99	2,043
Science	93	1,366	95	1,453	93	1,554	89	1,656	91	1,778	93	1,796
Social Studies	94	1,369	92	1,471	96	1,572	93	1,723	93	1,791	93	1,806

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

		Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests					
		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ²
Norm-referenced Test (NRT) Results - Grade 04							
	Fourth Quartile	~	~	~	~	~	34.3
	Third Quartile	~	~	~	~	~	31.8
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	9.0
	Percentile Rank	~	~	~	~	~	64.0
Norm-referenced Test (NRT) Results - Grade 06							
	Fourth Quartile	~	~	~	~	~	34.8
	Third Quartile	~	~	~	~	~	34.2
	Second Quartile	~	~	~	~	~	20.7
	First Quartile	~	~	~	~	~	10.3
	Percentile Rank	~	~	~	~	~	64.0
Norm-referenced Test (NRT) Results - Grade 08							
	Fourth Quartile	~	~	~	~	~	31.8
	Third Quartile	~	~	~	~	~	32.6
	Second Quartile	~	~	~	~	~	23.8
	First Quartile	~	~	~	~	~	11.8
	Percentile Rank	~	~	~	~	~	61.0
Norm-referenced Test (NRT) Results - Grade 09							
	Fourth Quartile	~	~	~	~	~	31.6
	Third Quartile	~	~	~	~	~	29.4
	Second Quartile	~	~	~	~	~	22.5
	First Quartile	~	~	~	~	~	16.4
	Percentile Rank	~	~	~	~	~	59.0
Norm-referenced Test (NRT) Results - Grade 10							
	Fourth Quartile	~	~	~	~	~	35.7
	Third Quartile	~	~	~	~	~	30.4
	Second Quartile	~	~	~	~	~	21.9
	First Quartile	~	~	~	~	~	11.9
	Percentile Rank	~	~	~	~	~	62.0

¹ Represents graduates from the previous school year.

² In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

District Indicator Summary Results

Student Achievement (Continued)

Percent of Students by National Quartiles and Percentile Rank of Average Standard Scores for National Student Norms - The Iowa Tests		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ²
Norm-referenced Test (NRT) Results - Grade 11							
Fourth Quartile		~	~	~	~	~	38.7
Third Quartile		~	~	~	~	~	30.4
Second Quartile		~	~	~	~	~	20.3
First Quartile		~	~	~	~	~	10.6
Percentile Rank		~	~	~	~	~	64.0

College Readiness

American College Test (ACT) Results						
1992-93	1993-94	1994-95	1995-96	1996-97	1997-98	
Average Composite Score	20.7	20.5	20.6	20.5	20.8	21.3

	First-time College Freshmen Performance											
	1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
Number of High School Graduates ¹		1,338		1,293		1,547		1,414		1,442		~
HS Graduates Who Were First-time College Freshmen	42.45	568	48.57	628	33.55	519	37.48	530	43.68	630	~	~
First-time Freshmen Enrolled in College Remedial Courses	43.84	249	46.97	295	43.93	228	41.89	222	42.85	270	~	~

¹ Represents graduates from the previous school year.

² In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years data are not presented.

~ = Unavailable Data

Part 2. School Characteristics

Faculty with a Master's Degree or Higher.....	2-9
Class Size Characteristics	2-13

Table 1
Schools in St. Tammany Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
052001	Abita Springs Elementary School						
	Grade Structure	K-4,S	P,K-4,S	P,K-4	K-4,NG	K-3,NG	K-3,NG
	October 1 Membership	487	515	537	529	468	477
	Number of Faculty	30	36	40	41	40	39
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
052002	Abita Springs Middle School						
	Grade Structure	5-9	5-9	5-8	5-8	4-6	4-6
	October 1 Membership	411	436	375	382	292	283
	Number of Faculty	32	35	34	37	31	21
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Elementary	Elementary
052003	Abney, W.L., Elementary School						
	Grade Structure	K-5,NG,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	858	874	869	770	778	798
	Number of Faculty	58	67	60	61	62	57
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
052004	Alton Elementary School						
	Grade Structure	P,K-6,S	P,K-6,S	P,K-6	K-6,NG	K-6,NG	K-6,NG
	October 1 Membership	277	301	285	273	283	255
	Number of Faculty	23	26	32	33	32	26
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
052005	Bayou Lacombe Middle School						
	Grade Structure	5-8,S	5-8	5-8	5-8	4-6	4-6
	October 1 Membership	325	316	312	306	231	222
	Number of Faculty	29	29	31	30	22	17
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Elementary	Elementary
052006	Bonne Ecole Elementary School						
	Grade Structure	K-5,S	K-5,S	K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	710	724	733	741	669	640
	Number of Faculty	46	52	51	54	55	50
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
052007	Boyet Junior High School						
	Grade Structure	6-8,S	6-8	6-8	7-8	7-8	7-8
	October 1 Membership	928	992	696	729	725	728
	Number of Faculty	57	65	52	52	50	52
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in St. Tammany Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
052008	Brock, Glynn H., Elementary School						
	Grade Structure	P,K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	311	325	294	252	269	274
	Number of Faculty	26	28	29	26	26	26
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
052009	Carolyn Park Middle School						
	Grade Structure	4-6,S	4-6,S	4-6	4-6,NG	4-6	4-6
	October 1 Membership	620	616	613	582	620	617
	Number of Faculty	43	43	44	44	44	40
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
052010	Chahta-Ima Elementary School						
	Grade Structure	P,K-4,NG,S	P,K-4,S	P,K-4	K-4,NG	K-3,NG	K-3,NG
	October 1 Membership	474	459	498	418	346	338
	Number of Faculty	35	36	36	36	35	29
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
052011	Clearwood Junior High School						
	Grade Structure	4-8,NG,S	4-8,S	4-8	4-8,NG	4-8,NG	4-8,NG
	October 1 Membership	742	719	719	687	655	628
	Number of Faculty	53	54	59	57	58	51
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
052012	Covington Elementary School						
	Grade Structure	P,K-3,NG,S	P,K-3,S	P,K-3	K-3,NG	K-3,NG	K-3,NG
	October 1 Membership	582	578	591	531	489	462
	Number of Faculty	46	48	50	52	50	49
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
052013	Covington High School						
	Grade Structure	10-12	10-12,S	10-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	1,175	1,265	1,227	1,603	1,762	1,732
	Number of Faculty	98	107	108	119	123	122
	Category	~	High	High	High	High	High
052014	Schoen, C.J., Middle School						
	Grade Structure	4-6,S	4-6,S	4-6	4-6,NG	4-6,NG	4-6,NG
	October 1 Membership	453	452	405	365	385	363
	Number of Faculty	33	36	34	33	35	30
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in St. Tammany Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
052016	Fifth Ward Junior High School						
	Grade Structure	K-9,S	P,K-9	P,K-9	K-8	K-8	K-8
	October 1 Membership	428	451	473	406	421	448
	Number of Faculty	33	36	37	37	38	35
	Category	~	Combination	Combination	Elementary	Elementary	Elementary
052017	Florida Avenue Elementary School						
	Grade Structure	K-5,S	P,K-5,S	P,K-5	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	421	479	482	447	513	464
	Number of Faculty	40	42	45	48	45	40
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
052018	Folsom Elementary School						
	Grade Structure	K-6,NG,S	P,K-6,S	P,K-6	K-5,NG	K-5,NG	K-5,NG
	October 1 Membership	510	539	576	454	470	462
	Number of Faculty	36	36	42	37	36	35
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
052019	Folsom Junior High School						
	Grade Structure	7-9	7-9	7-9	6-8	6-8	6-8
	October 1 Membership	227	213	234	245	246	239
	Number of Faculty	18	20	22	21	20	20
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
052020	Lee Road Junior High School						
	Grade Structure	K-9,S	P,K-9,S	P,K-9	K-8,NG	K-8,NG	K-8,NG
	October 1 Membership	659	718	745	656	647	702
	Number of Faculty	48	53	51	46	52	48
	Category	~	Combination	Combination	Elementary	Elementary	Elementary
052021	Little Oak Middle School						
	Grade Structure	3-5	3-5	4-6	4-6,NG	4-6,NG	4-6,NG
	October 1 Membership	975	993	1,008	1,036	1,018	988
	Number of Faculty	55	59	61	65	71	63
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
052022	Lyon, E.E., Elementary School						
	Grade Structure	P,K-3,S	P,K-3,S	P,K-3	K-3,NG	K-3,NG	K-3,NG
	October 1 Membership	498	544	536	505	530	509
	Number of Faculty	42	41	41	43	46	41
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in St. Tammany Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
052023	Madisonville Elementary School						
	Grade Structure	K-3,S	P,K-3,S	P,K-3	K-3,NG	K-3,NG	K-3,NG
	October 1 Membership	281	307	322	317	334	347
	Number of Faculty	23	27	30	29	28	27
052024	Madisonville Junior High School	~	Elementary	Elementary	Elementary	Elementary	Elementary
	Grade Structure	4-9,S	4-9	4-9	4-8	4-8	4-8
	October 1 Membership	380	393	405	375	371	400
	Number of Faculty	27	28	30	29	35	30
052025	Mandeville Elementary School	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	Grade Structure	1-5,S	1-3,S	1-3	1-3,NG	1-3,NG	1-3
	October 1 Membership	806	803	588	598	630	575
	Number of Faculty	60	62	45	47	46	45
052026	Mandeville High School	~	Elementary	Elementary	Elementary	Elementary	Elementary
	Grade Structure	9-12	9-12,S	9-12	9-12	9-12,NG	9-12
	October 1 Membership	1,613	1,758	1,512	1,506	1,382	1,350
	Number of Faculty	121	125	110	112	108	102
052027	Mandeville Junior High School	~	High	High	High	High	High
	Grade Structure	7-8,S	7-8,S	7-8	7-8,NG	7-8,NG	7-8,NG
	October 1 Membership	968	1,059	1,056	1,148	702	670
	Number of Faculty	68	73	78	84	62	54
052028	Mandeville Middle School	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
	Grade Structure	4-6,S	4-6,S	4-6	4-6,NG	4-6,NG	4-6,NG
	October 1 Membership	1,482	1,564	932	949	1,023	1,108
	Number of Faculty	92	106	67	68	74	77
052029	Pearl River High School	~	Elementary	Elementary	Elementary	Elementary	Elementary
	Grade Structure	9-12,S	9-12	9-12	9-12	9-12	9-12
	October 1 Membership	508	532	526	599	618	615
	Number of Faculty	53	54	50	53	52	51
	Category	~	High	High	High	High	High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in St. Tammany Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
052030	Pearl River Junior High School						
	Grade Structure	4-8,S	4-8	4-8	4-8	4-8	4-8
	October 1 Membership	414	411	436	475	491	478
	Number of Faculty	33	34	34	38	40	36
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
052031	Pine View Middle School						
	Grade Structure	4-6,S	4-6,S	4-6	4-6	4-6	4-6,NG
	October 1 Membership	304	336	312	311	324	337
	Number of Faculty	26	28	31	32	31	31
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
052032	Pitcher, William, Junior High School						
	Grade Structure	7-9,S	7-9,S	7-9	7-9,NG	7-8,NG	7-8,NG
	October 1 Membership	693	673	686	710	459	418
	Number of Faculty	57	64	60	60	44	42
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
052033	St. Tammany Junior High School						
	Grade Structure	6-8,NG,S	6-8,S	6-8	6-8,NG	6-8,NG	6-8
	October 1 Membership	566	578	595	565	588	566
	Number of Faculty	58	64	64	61	61	48
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
052035	Salmen High School						
	Grade Structure	9-12,S	9-12	9-12	9-12	9-12	9-12
	October 1 Membership	750	818	873	972	963	897
	Number of Faculty	59	62	67	67	70	66
	Category	~	High	High	High	High	High
052036	Sixth Ward Junior High School						
	Grade Structure	K-8,S	P,K-8,S	P,K-8	K-8,NG	K-8,NG	K-8,NG
	October 1 Membership	518	518	499	477	507	508
	Number of Faculty	39	42	44	44	44	41
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
052037	Slidell High School						
	Grade Structure	9-12	9-12	9-12	9-12	9-12	9-12,NG
	October 1 Membership	1,558	1,596	1,665	1,782	1,813	1,808
	Number of Faculty	115	118	121	123	123	119
	Category	~	High	High	High	High	High

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in St. Tammany Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
052038	Slidell Junior High School						
	Grade Structure	6-8	6-8	6-8	6-8	6-8	6-8
	October 1 Membership	995	972	961	979	1,005	978
	Number of Faculty	64	72	73	67	69	67
	Category	~	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High	Middle/Jr. High
052039	Northshore High School						
	Grade Structure	9-12,S	9-12,S	9-12	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	953	999	1,101	1,196	1,315	1,352
	Number of Faculty	69	74	78	86	91	89
	Category	~	High	High	High	High	High
052040	Bayou Woods Elementary School						
	Grade Structure	K-3,S	P,K-3,S	P,K-3	K-3,NG	K-3,NG	K-3,NG
	October 1 Membership	869	894	898	881	877	857
	Number of Faculty	54	61	62	69	66	60
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
052043	Mandeville Kindergarten						
	Grade Structure	K,S	K,S	K	K,NG	K,NG	K,NG
	October 1 Membership	438	563	400	363	334	366
	Number of Faculty	31	32	31	34	33	29
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
052044	Riverside Elementary School						
	Grade Structure	K-3,S	P,K-3,S	P,K-3	K-3,NG	K-3,NG	K-3,NG
	October 1 Membership	418	409	413	375	370	380
	Number of Faculty	30	32	35	35	35	33
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
052045	Woodlake Elementary School						
	Grade Structure	1-3	1-3	1-3	1-3,NG	1-3,NG	1-3,NG
	October 1 Membership	732	812	598	618	659	619
	Number of Faculty	45	52	48	53	51	48
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary
052047	Honey Island Elementary School						
	Grade Structure	K-2,S	K-2,S	2-3	2-3	2-3,NG	2-3,NG
	October 1 Membership	965	972	631	619	620	642
	Number of Faculty	59	64	43	46	47	42
	Category	~	Elementary	Elementary	Elementary	Elementary	Elementary

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Table 1
Schools in St. Tammany Parish

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
052048	Whispering Forest Elementary School						
	Grade Structure	K-3,NG,S	P,K-3,S	P,K-3	K-3,NG	K-3,NG	K-3,NG
	October 1 Membership	550	521	541	468	440	441
	Number of Faculty	37	42	42	43	41	33
052049	Cypress Cove Elementary	~	Elementary	Elementary	Elementary	Elementary	Elementary
	Grade Structure	~	~	K-1	K-1,NG	K-1,NG	K-1,NG
	October 1 Membership	~	~	688	666	634	606
	Number of Faculty	~	~	43	51	49	45
052050	Pontchartrain Elementary	~	~	Elementary	Elementary	Elementary	Elementary
	Grade Structure	~	~	K-3	K-3,NG	K-3,NG	K-3,NG
	October 1 Membership	~	~	840	839	904	827
	Number of Faculty	~	~	58	65	69	67
052051	Tchefuncte Middle School	~	~	Elementary	Elementary	Elementary	Elementary
	Grade Structure	~	~	4-6	4-6,NG	4-6,NG	4-6,NG
	October 1 Membership	~	~	807	834	804	821
	Number of Faculty	~	~	57	63	63	57
052052	Fontainebleau High School	~	~	Elementary	Elementary	Elementary	Elementary
	Grade Structure	~	~	9-10	9-12,NG	9-12,NG	9-12,NG
	October 1 Membership	~	~	662	1,109	1,438	1,595
	Number of Faculty	~	~	65	87	101	106
052053	Fontainebleau Junior High School	~	~	High	High	High	High
	Grade Structure	~	~	~	~	7-8	7-8
	October 1 Membership	~	~	~	~	962	1,025
	Number of Faculty	~	~	~	~	64	66
District	District	~	~	~	~	Middle/Jr. High	Middle/Jr. High
	October 1 Membership	28,832	29,997	31,155	31,667	32,384	32,215
	Number of Faculty	1,953	2,051	2,205	2,299	2,353	2,402

~ = Unavailable Data S = Special Education P = Pre-kindergarten NG = Nongraded

Faculty with a Master's Degree or Higher

Perhaps the most vital educational resource available to students is the school faculty. One indicator of faculty preparation is the level of academic training the staff has completed.

Organization

Table 2, Faculty with a Master's Degree or Higher, presents the number and percent of faculty attaining a master's degree or higher. Data are presented for all faculty members in all schools in the districts that receive a *School Report Card*. Schools are presented in site code order. District and state totals are presented for comparison purposes.

Data Presentation: *School Report Card*

The *School Report Card* displays the percent of faculty with a master's degree or higher.

Definition

- *Faculty*—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals,

assistant principals, guidance counselors, librarians, and other instructional staff (provided these individuals teach at least one class.)

Method of Calculation

The formula used to compute the percentage of faculty who have a master's degree or higher is presented below. Itinerant staff members who are employed at multiple school sites are counted at each school in which they teach, but are counted only once in district and state percentages.

Data Sources

Site-based personnel— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

Faculty degree status— district-reported data submitted to the LDE via the Profile of Educational Personnel (PEP).

Formula Used to Calculate Percent of Faculty with a Master's Degree or Higher

$$\frac{\text{Percent of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} = \frac{\text{Number of Faculty with a Master's Degree or Higher}}{\text{Total Number of Faculty at All Education Levels}} \times 100$$

Table 2
Faculty with a Master's Degree or Higher

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052001	Abita Springs Elementary School	44.83	13	45.71	16	46.15	18	43.59	17	50.00	20	46.15	18
052002	Abita Springs Middle School	38.71	12	44.12	15	42.42	14	36.11	13	37.93	11	19.05	4
052003	Abney, W.L., Elementary School	50.88	29	43.94	29	47.46	28	44.07	26	43.33	26	42.11	24
052004	Alton Elementary School	40.91	9	56.00	14	46.67	14	46.88	15	48.39	15	46.15	12
052005	Bayou Lacombe Middle School	41.38	12	41.38	12	41.94	13	40.00	12	27.27	6	35.29	6
052006	Bonne Ecole Elementary School	42.22	19	45.10	23	42.00	21	43.40	23	45.28	24	40.00	20
052007	Boyet Junior High School	35.71	20	39.06	25	38.00	19	36.00	18	38.78	19	42.31	22
052008	Brock, Glynn H., Elementary School	46.15	12	42.86	12	51.72	15	52.00	13	42.31	11	46.15	12
052009	Carolyn Park Middle School	36.59	15	39.02	16	47.73	21	46.51	20	52.38	22	45.00	18
052010	Chahta-Ima Elementary School	54.29	19	50.00	18	50.00	18	48.57	17	45.71	16	48.28	14
052011	Clearwood Junior High School	40.38	21	41.51	22	42.11	24	43.64	24	51.79	29	54.90	28
052012	Covington Elementary School	52.17	24	52.08	25	52.00	26	58.82	30	56.00	28	53.06	26
052013	Covington High School	63.27	62	57.94	62	61.32	65	59.83	70	58.68	71	57.38	70
052014	Schoen, C.J., Middle School	51.52	17	52.78	19	50.00	17	51.52	17	54.29	19	56.67	17
052016	Fifth Ward Junior High School	60.61	20	57.14	20	56.76	21	52.78	19	54.05	20	48.57	17
052017	Florida Avenue Elementary School	43.59	17	42.86	18	46.67	21	47.83	22	44.44	20	45.00	18
052018	Folsom Elementary School	38.89	14	47.22	17	47.62	20	48.65	18	52.78	19	48.57	17
052019	Folsom Junior High School	55.56	10	60.00	12	50.00	11	52.38	11	35.00	7	35.00	7
052020	Lee Road Junior High School	48.94	23	52.83	28	50.98	26	53.33	24	58.82	30	56.25	27
052021	Little Oak Middle School	43.64	24	39.66	23	44.83	26	42.86	27	45.71	32	46.03	29
052022	Lyon, E.E., Elementary School	40.48	17	46.34	19	41.46	17	47.62	20	41.30	19	46.34	19
052023	Madisonville Elementary School	52.17	12	48.15	13	56.67	17	58.62	17	60.71	17	59.26	16
052024	Madisonville Junior High School	44.44	12	50.00	14	36.67	11	27.59	8	31.43	11	30.00	9
052025	Mandeville Elementary School	45.00	27	46.77	29	46.67	21	48.94	23	34.78	16	35.56	16
052026	Mandeville High School	50.41	61	52.03	64	54.63	59	58.18	64	61.32	65	62.75	64
052027	Mandeville Junior High School	42.65	29	49.32	36	43.59	34	45.24	38	50.00	31	44.44	24
052028	Mandeville Middle School	44.57	41	50.00	53	47.76	32	48.53	33	48.65	36	44.16	34
052029	Pearl River High School	45.10	23	50.00	26	56.25	27	50.98	26	56.00	28	56.86	29
052030	Pearl River Junior High School	56.25	18	54.55	18	57.58	19	48.65	18	61.54	24	63.89	23
052031	Pine View Middle School	57.69	15	50.00	14	45.16	14	53.13	17	58.06	18	45.16	14
052032	Pitcher, William, Junior High School	56.14	32	59.38	38	51.67	31	55.00	33	59.09	26	59.52	25
052033	St. Tammany Junior High School	50.00	29	52.38	33	55.56	35	45.90	28	49.18	30	52.08	25
052035	Salmen High School	57.63	34	57.38	35	51.52	34	42.42	28	44.93	31	48.48	32
052036	Sixth Ward Junior High School	33.33	13	40.48	17	39.53	17	40.91	18	35.71	15	31.71	13
052037	Slidell High School	53.98	61	56.03	65	54.62	65	53.72	65	52.89	64	47.90	57
052038	Slidell Junior High School	45.31	29	45.83	33	43.84	32	41.79	28	41.79	28	37.31	25

~ = Unavailable Data

Table 2
Faculty with a Master's Degree or Higher

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052039	Northshore High School	53.73	36	58.33	42	60.53	46	58.33	49	55.06	49	56.18	50
052040	Bayou Woods Elementary School	38.89	21	37.70	23	33.87	21	34.33	23	32.81	21	30.00	18
052043	Mandeville Kindergarten	61.29	19	56.25	18	54.84	17	50.00	17	45.45	15	51.72	15
052044	Riverside Elementary School	46.67	14	46.88	15	48.57	17	48.57	17	42.86	15	39.39	13
052045	Woodlake Elementary School	46.67	21	50.00	26	58.33	28	54.72	29	49.02	25	50.00	24
052047	Honey Island Elementary School	32.20	19	40.63	26	44.19	19	47.83	22	59.57	28	61.90	26
052048	Whispering Forest Elementary School	32.43	12	35.71	15	42.86	18	42.86	18	45.00	18	42.42	14
052049	Cypress Cove Elementary	~	~	~	~	46.51	20	50.98	26	57.14	28	51.11	23
052050	Pontchartrain Elementary	~	~	~	~	55.17	32	55.38	36	68.12	47	65.67	44
052051	Tchefuncte Middle School	~	~	~	~	47.37	27	50.00	31	48.39	30	56.14	32
052052	Fontainebleau High School	~	~	~	~	44.44	28	48.24	41	51.52	51	51.89	55
052053	Fontainebleau Junior High School	~	~	~	~	~	~	~	~	42.62	26	42.42	28
District		46.98	909	47.61	966	47.93	1,043	48.03	1,087	48.67	1,132	48.83	1,173
State		43.62	21,927	43.57	22,111	42.53	21,844	42.20	21,854	41.55	21,556	39.83	20,938

~ = Unavailable Data

Small classes generally allow more time for pupil-teacher interaction and therefore are instrumental in promoting student learning, especially at the lower elementary grades. In recognition of that fact, the Board of Elementary and Secondary Education has set specific limits on the maximum size of classes at various grade levels (*Bulletin 741*). The maximum enrollment in grades K-3 is 26 students, while in grades 4-12 the maximum enrollment is 33 students. The limits do not apply to activity classes such as physical education, chorus, and band.

Organization

Tables 3a, 3b, 3c, and 3d (Class Size Characteristics for Elementary, Middle/Junior High, High, and Combination Schools, respectively) present the number and percentage of classes that fall within various class size ranges. Data are presented for all schools in the district that receive a *School Report Card*, with schools presented by category and in site code order. District and state percentages are presented for comparison of all schools. Since 1993-94, district and state percentages based on school category also have been provided.

The *District Composite Report* presents class size information for grades K-12 in three ranges: 1-20, 21-26, and 27 or more students.

Data Presentation: *School Report Card*

The *1997-98 School Report Card* provides 1997-98 class size information for grades K-12 by three ranges: 1-20, 21-26, and 27+. Category percentages are provided for comparison purposes.

Definition

- *Class*—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for the purposes of the *Annual School Report (ASR)* and identifiable by a specific ASR course code.

Method of Calculation

The following criterion was applied to *Annual School Report (ASR)* data to determine which classes should be included/excluded from the class size calculations:

- Activity classes (which have a maximum allowable student count greater than 33) are excluded because their inclusion in the computation would skew the results.

Formulas Used to Calculate Percent of Classes in Each of the Specific Class Size Ranges

$$\frac{\text{Percent of Classes in Specific Class Size Range}}{\text{Percent of Classes in Specific Class Size Range}} = \frac{\text{Number of Classes in Specific Class Size Range}}{\text{Total Number of Classes}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Classes in Elementary Schools in Specific Class Size Range = (Number of Classes in Elementary Schools in Specific Class Size Range / Total Number of Classes in Elementary Schools) X 100.

Data Source

District-reported data from the *Annual School Report* (ASR).

References

Franklin, B.J. and Glascock, C.H. (1994, November). School configuration: Which configuration is best? Paper presented at the annual meeting of the Mid-South Educational Research Association, Nashville, Tenn.

Louisiana Department of Education, *Louisiana Handbook for School Administrators* (Bulletin 741), Baton Rouge, La.

LDE researchers have explored the relationship between school configuration and Report Card indicators related to student participation and testing. Middle school students perform significantly lower in grades 6 and 7 for all indicators than grades 6 and 7 students in elementary or combination (K-12) schools (Franklin and Glascock, 1994).

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052001	Abita Springs Elementary School												
	Class Size Range 1 - 20	4.76	1	25.00	6	10.71	3	0.00	0	19.23	5	39.29	11
	Class Size Range 21 - 26	76.19	16	54.17	13	82.14	23	100.00	31	80.77	21	60.71	17
	Class Size Range 27 or more	19.05	4	20.83	5	7.14	2	0.00	0	0.00	0	0.00	0
052002	Abita Springs Middle School												
	Class Size Range 1 - 20	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	21.43	3	15.38	2
	Class Size Range 21 - 26	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	50.00	7	76.92	10
	Class Size Range 27 or more	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	28.57	4	7.69	1
052003	Abney, W.L., Elementary School												
	Class Size Range 1 - 20	14.71	5	16.22	6	8.57	3	26.67	12	23.81	10	18.60	8
	Class Size Range 21 - 26	67.65	23	56.76	21	65.71	23	73.33	33	64.29	27	69.77	30
	Class Size Range 27 or more	17.65	6	27.03	10	25.71	9	0.00	0	11.90	5	11.63	5
052004	Alton Elementary School												
	Class Size Range 1 - 20	45.45	5	37.50	6	62.50	10	80.00	12	53.33	8	86.67	13
	Class Size Range 21 - 26	27.27	3	31.25	5	31.25	5	13.33	2	33.33	5	0.00	0
	Class Size Range 27 or more	27.27	3	31.25	5	6.25	1	6.67	1	13.33	2	13.33	2
052005	Bayou Lacombe Middle School												
	Class Size Range 1 - 20	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	25.00	4	38.71	12
	Class Size Range 21 - 26	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	75.00	12	58.06	18
	Class Size Range 27 or more	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	0.00	0	3.23	1
052006	Bonne Ecole Elementary School												
	Class Size Range 1 - 20	20.69	6	17.24	5	22.58	7	31.71	13	31.43	11	50.00	19
	Class Size Range 21 - 26	51.72	15	55.17	16	51.61	16	53.66	22	60.00	21	47.37	18
	Class Size Range 27 or more	27.59	8	27.59	8	25.81	8	14.63	6	8.57	3	2.63	1
052008	Brock, Glynn H., Elementary School												
	Class Size Range 1 - 20	38.46	5	14.29	2	47.06	8	55.00	11	70.00	14	73.91	17
	Class Size Range 21 - 26	46.15	6	71.43	10	52.94	9	45.00	9	30.00	6	26.09	6
	Class Size Range 27 or more	15.38	2	14.29	2	0.00	0	0.00	0	0.00	0	0.00	0
052009	Carolyn Park Middle School												
	Class Size Range 1 - 20	2.04	2	13.82	17	1.23	1	8.51	8	2.15	2	1.12	1
	Class Size Range 21 - 26	31.63	31	24.39	30	29.63	24	64.89	61	2.15	2	57.30	51
	Class Size Range 27 or more	66.33	65	61.79	76	69.14	56	26.60	25	95.70	89	41.57	37
052010	Chahta-Ima Elementary School												
	Class Size Range 1 - 20	38.10	8	36.36	8	20.00	4	50.00	10	68.18	15	50.00	9
	Class Size Range 21 - 26	47.62	10	63.64	14	75.00	15	50.00	10	31.82	7	50.00	9
	Class Size Range 27 or more	14.29	3	0.00	0	5.00	1	0.00	0	0.00	0	0.00	0

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052012	Covington Elementary School												
	Class Size Range 1 - 20	0.00	0	13.04	3	10.00	3	9.09	2	50.00	11	69.57	16
	Class Size Range 21 - 26	100.00	22	86.96	20	90.00	27	90.91	20	50.00	11	30.43	7
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052014	Schoen, C.J., Middle School												
	Class Size Range 1 - 20	16.47	14	18.82	16	22.35	19	90.59	77	41.77	33	46.74	43
	Class Size Range 21 - 26	80.00	68	62.35	53	76.47	65	9.41	8	54.43	43	50.00	46
	Class Size Range 27 or more	3.53	3	18.82	16	1.18	1	0.00	0	3.80	3	3.26	3
052016	Fifth Ward Junior High School												
	Class Size Range 1 - 20	Combo	Combo	Combo	Combo	Combo	Combo	53.19	25	49.15	29	44.64	25
	Class Size Range 21 - 26	Combo	Combo	Combo	Combo	Combo	Combo	38.30	18	49.15	29	51.79	29
	Class Size Range 27 or more	Combo	Combo	Combo	Combo	Combo	Combo	8.51	4	1.69	1	3.57	2
052017	Florida Avenue Elementary School												
	Class Size Range 1 - 20	55.36	31	10.42	5	30.43	14	58.93	33	9.80	5	21.05	12
	Class Size Range 21 - 26	44.64	25	52.08	25	45.65	21	41.07	23	90.20	46	78.95	45
	Class Size Range 27 or more	0.00	0	37.50	18	23.91	11	0.00	0	0.00	0	0.00	0
052018	Folsom Elementary School												
	Class Size Range 1 - 20	31.82	7	13.04	3	28.00	7	27.27	6	14.29	3	12.00	3
	Class Size Range 21 - 26	59.09	13	69.57	16	52.00	13	72.73	16	85.71	18	88.00	22
	Class Size Range 27 or more	9.09	2	17.39	4	20.00	5	0.00	0	0.00	0	0.00	0
052020	Lee Road Junior High School												
	Class Size Range 1 - 20	Combo	Combo	Combo	Combo	Combo	Combo	30.30	20	26.09	18	24.29	17
	Class Size Range 21 - 26	Combo	Combo	Combo	Combo	Combo	Combo	50.00	33	62.32	43	51.43	36
	Class Size Range 27 or more	Combo	Combo	Combo	Combo	Combo	Combo	19.70	13	11.59	8	24.29	17
052021	Little Oak Middle School												
	Class Size Range 1 - 20	0.00	0	2.30	4	0.00	0	3.38	7	4.62	9	9.36	19
	Class Size Range 21 - 26	65.54	116	56.90	99	21.95	45	20.77	43	54.36	106	38.92	79
	Class Size Range 27 or more	34.46	61	40.80	71	78.05	160	75.85	157	41.03	80	51.72	105
052022	Lyon, E.E., Elementary School												
	Class Size Range 1 - 20	75.00	18	50.00	11	38.10	8	4.76	1	4.55	1	30.43	7
	Class Size Range 21 - 26	25.00	6	50.00	11	61.90	13	95.24	20	95.45	21	69.57	16
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052023	Madisonville Elementary School												
	Class Size Range 1 - 20	41.67	5	64.29	9	23.08	3	35.71	5	7.69	1	33.33	7
	Class Size Range 21 - 26	58.33	7	35.71	5	76.92	10	64.29	9	92.31	12	66.67	14
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052025	Mandeville Elementary School												
	Class Size Range 1 - 20	8.57	3	8.82	3	12.00	3	37.04	10	27.59	8	34.48	10
	Class Size Range 21 - 26	91.43	32	91.18	31	88.00	22	62.96	17	72.41	21	65.52	19
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052028	Mandeville Middle School												
	Class Size Range 1 - 20	0.00	0	0.00	0	3.53	3	11.83	11	8.79	8	1.98	2
	Class Size Range 21 - 26	42.75	56	26.87	36	55.29	47	38.71	36	39.56	36	5.94	6
	Class Size Range 27 or more	57.25	75	73.13	98	41.18	35	49.46	46	51.65	47	92.08	93
052031	Pine View Middle School												
	Class Size Range 1 - 20	5.71	2	0.00	0	0.00	0	0.00	0	2.70	1	45.65	21
	Class Size Range 21 - 26	54.29	19	58.33	7	30.77	4	83.33	10	72.97	27	52.17	24
	Class Size Range 27 or more	40.00	14	41.67	5	69.23	9	16.67	2	24.32	9	2.17	1
052036	Sixth Ward Junior High School												
	Class Size Range 1 - 20	37.65	32	34.94	29	40.48	34	39.62	21	22.41	13	30.16	19
	Class Size Range 21 - 26	21.18	18	42.17	35	34.52	29	37.74	20	51.72	30	15.87	10
	Class Size Range 27 or more	41.18	35	22.89	19	25.00	21	22.64	12	25.86	15	53.97	34
052040	Bayou Woods Elementary School												
	Class Size Range 1 - 20	8.82	3	10.81	4	8.11	3	8.11	3	21.05	8	42.50	17
	Class Size Range 21 - 26	91.18	31	89.19	33	91.89	34	91.89	34	78.95	30	57.50	23
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052043	Mandeville Kindergarten												
	Class Size Range 1 - 20	60.00	12	0.00	0	100.00	19	53.85	14	100.00	29	3.03	1
	Class Size Range 21 - 26	40.00	8	100.00	19	0.00	0	46.15	12	0.00	0	96.97	32
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052044	Riverside Elementary School												
	Class Size Range 1 - 20	44.44	8	38.89	7	52.94	9	47.06	8	23.53	4	70.00	14
	Class Size Range 21 - 26	55.56	10	61.11	11	47.06	8	52.94	9	76.47	13	30.00	6
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052045	Woodlake Elementary School												
	Class Size Range 1 - 20	20.00	6	18.18	6	13.89	5	12.50	5	30.95	13	48.28	14
	Class Size Range 21 - 26	80.00	24	81.82	27	86.11	31	87.50	35	69.05	29	51.72	15
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052047	Honey Island Elementary School												
	Class Size Range 1 - 20	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	3.33	1
	Class Size Range 21 - 26	100.00	38	100.00	39	100.00	25	100.00	26	100.00	26	96.67	29
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

~ = Unavailable Data

Table 3a: Class Size Characteristics
Elementary Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052048	Whispering Forest Elementary School												
	Class Size Range 1 - 20	8.70	2	44.00	11	30.43	7	56.52	13	66.67	14	45.00	9
	Class Size Range 21 - 26	91.30	21	56.00	14	69.57	16	43.48	10	33.33	7	55.00	11
	Class Size Range 27 or more	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052049	Cypress Cove Elementary												
	Class Size Range 1 - 20	~	~	~	~	0.00	0	18.42	7	38.46	15	26.32	10
	Class Size Range 21 - 26	~	~	~	~	100.00	32	81.58	31	61.54	24	73.68	28
	Class Size Range 27 or more	~	~	~	~	0.00	0	0.00	0	0.00	0	0.00	0
052050	Pontchartrain Elementary												
	Class Size Range 1 - 20	~	~	~	~	27.27	9	28.95	11	23.08	9	61.90	26
	Class Size Range 21 - 26	~	~	~	~	72.73	24	71.05	27	76.92	30	38.10	16
	Class Size Range 27 or more	~	~	~	~	0.00	0	0.00	0	0.00	0	0.00	0
052051	Tchefuncte Middle School												
	Class Size Range 1 - 20	~	~	~	~	0.00	0	22.89	19	10.71	9	9.21	7
	Class Size Range 21 - 26	~	~	~	~	26.09	18	37.35	31	75.00	63	36.84	28
	Class Size Range 27 or more	~	~	~	~	73.91	51	39.76	33	14.29	12	53.95	41
District (Elementary Schools)													
	Class Size Range 1 - 20	~	~	14.80	161	15.81	182	27.60	364	22.95	313	27.32	392
	Class Size Range 21 - 26	~	~	54.23	590	52.04	599	49.73	656	56.67	773	48.78	700
	Class Size Range 27 or more	~	~	30.97	337	32.15	370	22.67	299	20.38	278	23.90	343
District (All Schools)													
	Class Size Range 1 - 20	26.04	1,126	25.03	1,111	30.14	1,420	34.10	1,686	31.50	1,631	30.28	1,548
	Class Size Range 21 - 26	42.95	1,857	38.28	1,699	40.24	1,896	38.31	1,894	42.39	2,195	40.31	2,061
	Class Size Range 27 or more	31.01	1,341	36.68	1,628	29.63	1,396	27.59	1,364	26.11	1,352	29.42	1,504
State (Elementary Schools)													
	Class Size Range 1 - 20	~	~	29.86	9,170	30.32	9,287	32.15	9,840	31.58	9,687	34.34	11,090
	Class Size Range 21 - 26	~	~	51.31	15,758	50.85	15,577	50.68	15,510	53.06	16,277	51.25	16,553
	Class Size Range 27 or more	~	~	18.83	5,783	18.83	5,768	17.17	5,255	15.37	4,714	14.41	4,654
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052002	Abita Springs Middle School												
	Class Size Range 1 - 20	14.71	10	21.92	16	30.51	18	50.82	31	Elem	Elem	Elem	Elem
	Class Size Range 21 - 26	42.65	29	16.44	12	38.98	23	24.59	15	Elem	Elem	Elem	Elem
	Class Size Range 27 or more	42.65	29	61.64	45	30.51	18	24.59	15	Elem	Elem	Elem	Elem
052005	Bayou Lacombe Middle School												
	Class Size Range 1 - 20	52.27	23	44.00	22	52.27	23	44.00	22	Elem	Elem	Elem	Elem
	Class Size Range 21 - 26	11.36	5	22.00	11	40.91	18	24.00	12	Elem	Elem	Elem	Elem
	Class Size Range 27 or more	36.36	16	34.00	17	6.82	3	32.00	16	Elem	Elem	Elem	Elem
052007	Boyet Junior High School												
	Class Size Range 1 - 20	13.56	24	11.41	21	26.00	39	17.68	29	24.54	40	20.39	31
	Class Size Range 21 - 26	28.81	51	20.11	37	35.33	53	20.73	34	43.56	71	24.34	37
	Class Size Range 27 or more	57.63	102	68.48	126	38.67	58	61.59	101	31.90	52	55.26	84
052011	Clearwood Junior High School												
	Class Size Range 1 - 20	15.57	26	7.50	12	28.48	45	37.27	60	42.69	73	48.50	81
	Class Size Range 21 - 26	49.10	82	52.50	84	56.96	90	52.17	84	33.33	57	34.73	58
	Class Size Range 27 or more	35.33	59	40.00	64	14.56	23	10.56	17	23.98	41	16.77	28
052019	Folsom Junior High School												
	Class Size Range 1 - 20	50.00	30	34.92	22	47.06	32	37.25	19	23.21	13	34.55	19
	Class Size Range 21 - 26	31.67	19	38.10	24	30.88	21	35.29	18	51.79	29	43.64	24
	Class Size Range 27 or more	18.33	11	26.98	17	22.06	15	27.45	14	25.00	14	21.82	12
052024	Madisonville Junior High School												
	Class Size Range 1 - 20	16.39	10	26.15	17	23.08	24	42.86	36	48.31	43	23.16	22
	Class Size Range 21 - 26	55.74	34	43.08	28	67.31	70	47.62	40	43.82	39	57.89	55
	Class Size Range 27 or more	27.87	17	30.77	20	9.62	10	9.52	8	7.87	7	18.95	18
052027	Mandeville Junior High School												
	Class Size Range 1 - 20	16.40	31	18.23	35	24.15	50	21.59	49	40.49	66	26.67	36
	Class Size Range 21 - 26	48.68	92	33.33	64	28.50	59	27.75	63	52.76	86	58.52	79
	Class Size Range 27 or more	34.92	66	48.44	93	47.34	98	50.66	115	6.75	11	14.81	20
052030	Pearl River Junior High School												
	Class Size Range 1 - 20	39.39	26	42.42	28	43.48	30	30.99	22	35.90	28	33.71	30
	Class Size Range 21 - 26	50.00	33	37.88	25	28.99	20	36.62	26	33.33	26	44.94	40
	Class Size Range 27 or more	10.61	7	19.70	13	27.54	19	32.39	23	30.77	24	21.35	19
052032	Pitcher, William, Junior High School												
	Class Size Range 1 - 20	34.93	51	37.34	59	42.86	66	46.10	71	47.20	59	47.62	40
	Class Size Range 21 - 26	32.19	47	29.75	47	31.17	48	25.97	40	41.60	52	36.90	31
	Class Size Range 27 or more	32.88	48	32.91	52	25.97	40	27.92	43	11.20	14	15.48	13

~ = Unavailable Data

Table 3b: Class Size Characteristics
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052033	St. Tammany Junior High School												
	Class Size Range 1 - 20	16.67	16	15.53	16	18.09	17	24.21	23	16.49	16	12.73	14
	Class Size Range 21 - 26	47.92	46	30.10	31	44.68	42	30.53	29	26.80	26	14.55	16
	Class Size Range 27 or more	35.42	34	54.37	56	37.23	35	45.26	43	56.70	55	72.73	80
052038	Slidell Junior High School												
	Class Size Range 1 - 20	15.26	29	14.29	26	13.44	25	11.58	22	29.52	67	46.38	109
	Class Size Range 21 - 26	35.26	67	24.18	44	38.17	71	37.37	71	48.46	110	33.19	78
	Class Size Range 27 or more	49.47	94	61.54	112	48.39	90	51.05	97	22.03	50	20.43	48
052053	Fontainebleau Junior High School												
	Class Size Range 1 - 20	~	~	~	~	~	~	~	~	12.06	24	5.15	10
	Class Size Range 21 - 26	~	~	~	~	~	~	~	~	33.67	67	27.84	54
	Class Size Range 27 or more	~	~	~	~	~	~	~	~	54.27	108	67.01	130
District (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	21.14	274	28.54	369	29.36	384	31.36	429	29.79	392
	Class Size Range 21 - 26	~	~	31.40	407	39.83	515	33.03	432	41.15	563	35.87	472
	Class Size Range 27 or more	~	~	47.45	615	31.63	409	37.61	492	27.49	376	34.35	452
District (All Schools)													
	Class Size Range 1 - 20	26.04	1,126	25.03	1,111	30.14	1,420	34.10	1,686	31.50	1,631	30.28	1,548
	Class Size Range 21 - 26	42.95	1,857	38.28	1,699	40.24	1,896	38.31	1,894	42.39	2,195	40.31	2,061
	Class Size Range 27 or more	31.01	1,341	36.68	1,628	29.63	1,396	27.59	1,364	26.11	1,352	29.42	1,504
State (Middle/Jr. High Schools)													
	Class Size Range 1 - 20	~	~	21.06	6,253	23.16	6,785	23.22	6,682	24.50	7,050	27.45	8,168
	Class Size Range 21 - 26	~	~	38.07	11,300	39.15	11,471	40.39	11,625	40.85	11,756	39.66	11,802
	Class Size Range 27 or more	~	~	40.87	12,133	37.69	11,045	36.40	10,476	34.66	9,975	32.90	9,791
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052013	Covington High School												
	Class Size Range 1 - 20	29.97	95	34.81	118	35.31	125	40.44	167	41.42	198	34.13	142
	Class Size Range 21 - 26	43.85	139	34.81	118	49.15	174	50.85	210	45.40	217	48.56	202
	Class Size Range 27 or more	26.18	83	30.38	103	15.54	55	8.72	36	13.18	63	17.31	72
052026	Mandeville High School												
	Class Size Range 1 - 20	33.04	151	27.11	125	32.49	128	38.39	157	41.62	164	23.64	74
	Class Size Range 21 - 26	38.07	174	38.39	177	24.62	97	32.03	131	31.98	126	34.50	108
	Class Size Range 27 or more	28.88	132	34.49	159	42.89	169	29.58	121	26.40	104	41.85	131
052029	Pearl River High School												
	Class Size Range 1 - 20	57.84	107	54.01	101	56.32	107	63.24	117	59.09	117	49.69	79
	Class Size Range 21 - 26	18.92	35	23.53	44	16.84	32	15.68	29	21.72	43	28.30	45
	Class Size Range 27 or more	23.24	43	22.46	42	26.84	51	21.08	39	19.19	38	22.01	35
052035	Salmen High School												
	Class Size Range 1 - 20	34.50	69	30.63	68	36.99	91	45.63	115	44.40	115	47.64	121
	Class Size Range 21 - 26	35.00	70	32.43	72	34.15	84	33.33	84	30.89	80	34.25	87
	Class Size Range 27 or more	30.50	61	36.94	82	28.86	71	21.03	53	24.71	64	18.11	46
052037	Slidell High School												
	Class Size Range 1 - 20	28.06	117	24.82	102	32.37	135	32.48	139	25.79	114	28.54	131
	Class Size Range 21 - 26	33.57	140	33.09	136	38.37	160	27.34	117	44.34	196	37.69	173
	Class Size Range 27 or more	38.37	160	42.09	173	29.26	122	40.19	172	29.86	132	33.77	155
052039	Northshore High School												
	Class Size Range 1 - 20	37.59	106	38.54	116	42.90	133	35.51	114	26.41	89	23.34	81
	Class Size Range 21 - 26	35.11	99	33.22	100	38.06	118	33.33	107	35.61	120	50.72	176
	Class Size Range 27 or more	27.30	77	28.24	85	19.03	59	31.15	100	37.98	128	25.94	90
052052	Fontainebleau High School												
	Class Size Range 1 - 20	~	~	~	~	51.09	117	41.75	129	27.22	92	32.85	136
	Class Size Range 21 - 26	~	~	~	~	26.64	61	41.42	128	22.78	77	23.67	98
	Class Size Range 27 or more	~	~	~	~	22.27	51	16.83	52	50.00	169	43.48	180

~ = Unavailable Data

Table 3c: Class Size Characteristics
High Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (High Schools)													
	Class Size Range 1 - 20	~	~	32.80	630	39.07	836	40.48	938	36.35	889	32.35	764
	Class Size Range 21 - 26	~	~	33.68	647	33.93	726	34.79	806	35.12	859	37.64	889
	Class Size Range 27 or more	~	~	33.52	644	27.01	578	24.73	573	28.54	698	30.02	709
District (All Schools)													
	Class Size Range 1 - 20	26.04	1,126	25.03	1,111	30.14	1,420	34.10	1,686	31.50	1,631	30.28	1,548
	Class Size Range 21 - 26	42.95	1,857	38.28	1,699	40.24	1,896	38.31	1,894	42.39	2,195	40.31	2,061
	Class Size Range 27 or more	31.01	1,341	36.68	1,628	29.63	1,396	27.59	1,364	26.11	1,352	29.42	1,504
State (High Schools)													
	Class Size Range 1 - 20	~	~	32.15	14,261	32.55	14,610	33.61	15,285	33.77	15,900	34.96	17,104
	Class Size Range 21 - 26	~	~	33.40	14,813	34.49	15,478	33.61	15,285	33.15	15,607	32.95	16,121
	Class Size Range 27 or more	~	~	34.45	15,277	32.96	14,792	32.79	14,911	33.08	15,576	32.10	15,704
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Table 3d: Class Size Characteristics
Combination Schools

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052016	Fifth Ward Junior High School												
	Class Size Range 1 - 20	24.00	12	41.07	23	39.22	20	Elem	Elem	Elem	Elem	Elem	Elem
	Class Size Range 21 - 26	64.00	32	48.21	27	47.06	24	Elem	Elem	Elem	Elem	Elem	Elem
	Class Size Range 27 or more	12.00	6	10.71	6	13.73	7	Elem	Elem	Elem	Elem	Elem	Elem
052020	Lee Road Junior High School												
	Class Size Range 1 - 20	23.08	18	29.87	23	16.88	13	Elem	Elem	Elem	Elem	Elem	Elem
	Class Size Range 21 - 26	57.69	45	36.36	28	41.56	32	Elem	Elem	Elem	Elem	Elem	Elem
	Class Size Range 27 or more	19.23	15	33.77	26	41.56	32	Elem	Elem	Elem	Elem	Elem	Elem
District (Combination Schools)													
	Class Size Range 1 - 20	~	~	34.59	46	25.78	33	~	~	~	~	~	~
	Class Size Range 21 - 26	~	~	41.35	55	43.75	56	~	~	~	~	~	~
	Class Size Range 27 or more	~	~	24.06	32	30.47	39	~	~	~	~	~	~
District (All Schools)													
	Class Size Range 1 - 20	26.04	1,126	25.03	1,111	30.14	1,420	34.10	1,686	31.50	1,631	30.28	1,548
	Class Size Range 21 - 26	42.95	1,857	38.28	1,699	40.24	1,896	38.31	1,894	42.39	2,195	40.31	2,061
	Class Size Range 27 or more	31.01	1,341	36.68	1,628	29.63	1,396	27.59	1,364	26.11	1,352	29.42	1,504
State (Combination Schools)													
	Class Size Range 1 - 20	~	~	58.95	4,515	56.60	4,451	57.86	4,551	57.86	4,555	59.43	4,441
	Class Size Range 21 - 26	~	~	28.10	2,152	29.29	2,303	28.71	2,258	29.93	2,356	29.14	2,178
	Class Size Range 27 or more	~	~	12.95	992	14.11	1,110	13.43	1,056	12.21	961	11.43	854
State (All Schools)													
	Class Size Range 1 - 20	30.00	33,335	30.42	34,199	31.18	35,133	32.25	36,358	32.51	37,192	34.44	40,803
	Class Size Range 21 - 26	40.59	45,104	39.16	44,023	39.79	44,829	39.63	44,678	40.20	45,996	39.38	46,654
	Class Size Range 27 or more	29.42	32,693	30.41	34,185	29.03	32,715	28.12	31,698	27.29	31,226	26.17	31,003

~ = Unavailable Data

Part 3. Student Participation

Student Attendance	3-1
Student Dropouts	3-9
Students Suspended and Expelled	3-15

More than a decade ago, American schools were challenged by *A Nation at Risk* to do whatever necessary to reduce the amount of instructional time lost to absenteeism (Bennett, 1988). As educators have long recognized, occasional absences cause some learning disruption, but frequent student absences can severely reduce academic progress (Bamber, 1979).

The percent of student attendance reflects the percentage of time the average student is present within the total number of instructional days. Since 1993-94, attendance has been calculated to the nearest half day.

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 4a, 4b, 4c, and 4d, Student Attendance, present the percent of student attendance for each school in the district receiving a *School Report Card*. District and state percentages are presented for comparison of all schools. Schools are presented by category and in site code order. Since 1993-94, district and state percentages based on school category have been provided for comparison purposes.

Data Presentation: *School Report Card*

The 1997-98 *School Report Card* presents the percent of student attendance for the school, district, and state, based on the school category.

Of all the School Report Card indicators studied, student attendance yields the strongest positive relationship with average test scores. This is especially evident in secondary schools with higher attendance. These schools show a marked increase in the percentage of students passing the Graduation Exit Exam (Franklin and Crone, 1993).

Definitions

- *Aggregate days attendance*—the total number of days that students are *present* at the school site over the course of the school year.
- *Aggregate days membership*—the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.
- *Day of attendance*—effective with the 1992-93 school year, “a student is considered to be in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.”

“Students who meet the above criteria and are present at the school site for 26-50 percent of the student’s instructional day shall be credited with a half day of attendance. Those who meet the above criteria and are present for at least 51% of the student’s instructional day are credited with a whole day of attendance. Students who are not physically present or who are participating for 25 percent or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (*Bulletin 741*)

As mentioned previously, the above definition was piloted for the 1992-93 school year and has been in effect statewide since the 1993-94 school year.

- *Percent of student attendance*—the ratio of aggregate days student attendance to aggregate days membership.

Method of Calculation

The formulas used in calculating percent of student attendance are presented on the following page.

Data Sources

The attendance indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Bamber, C. (1979). Student and teacher absenteeism. *Phi Delta Kappa Fastback*. 126, 12.
- Bennett, W. J. (1988). *American Education - Making It Work*. 17. Washington, DC: U.S. Government Printing Office.
- Franklin, B. J. and Crone, L. J. (1993). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.
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Formulas Used to Calculate Percent of Student Attendance

School-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Aggregate Days of Attendance}}{\text{Aggregate Days of Membership}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the District}}{\text{Total Aggregate Days of Membership for All Schools in the District}} \times 100^*$$

State-level Aggregation

$$\text{Percent of Student Attendance} = \frac{\text{Total Aggregate Days of Attendance for All Schools in the State}}{\text{Total Aggregate Days of Membership for All Schools in the State}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Student Attendance in Elementary Schools = (Aggregate Days of Attendance for All Elementary Schools / Aggregate Days of Membership for All Elementary Schools) X 100.

Table 4a: Percent of Student Attendance
Elementary Schools

		1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
052001	Abita Springs Elementary School	94.68	95.25	95.43	94.65	94.84	94.67
052002	Abita Springs Middle School	Jr. High	Jr. High	Jr. High	Jr. High	94.80	94.54
052003	Abney, W.L., Elementary School	93.99	95.10	94.04	94.54	94.69	94.80
052004	Alton Elementary School	93.33	92.93	92.76	93.77	93.01	93.86
052005	Bayou Lacombe Middle School	Jr. High	Jr. High	Jr. High	Jr. High	93.60	93.86
052006	Bonne Ecole Elementary School	95.69	96.30	96.14	96.58	96.35	96.37
052008	Brock, Glynn H., Elementary School	94.85	94.77	93.63	94.38	95.33	95.78
052009	Carolyn Park Middle School	95.05	95.89	95.43	95.63	95.53	95.42
052010	Chahta-Ima Elementary School	95.09	95.84	94.32	95.16	94.91	94.38
052012	Covington Elementary School	93.99	95.08	94.68	94.30	94.56	94.82
052014	Schoen, C.J., Middle School	94.09	94.70	94.05	94.65	94.97	94.80
052016	Fifth Ward Junior High School	Combo	Combo	Combo	93.46	94.05	93.57
052017	Florida Avenue Elementary School	94.07	94.64	95.05	94.51	94.35	94.24
052018	Folsom Elementary School	95.00	95.18	95.51	94.71	95.00	94.58
052020	Lee Road Junior High School	Combo	Combo	Combo	94.04	94.28	94.30
052021	Little Oak Middle School	95.83	96.35	96.68	96.61	96.60	96.50
052022	Lyon, E.E., Elementary School	94.53	95.10	95.19	94.74	94.97	95.14
052023	Madisonville Elementary School	95.26	96.27	95.43	95.57	95.25	95.56
052025	Mandeville Elementary School	95.58	96.41	96.39	96.24	96.30	96.59
052028	Mandeville Middle School	95.97	96.01	95.61	95.77	95.35	95.57
052031	Pine View Middle School	93.49	94.48	94.48	93.93	94.45	94.17
052036	Sixth Ward Junior High School	91.89	92.08	91.80	91.99	91.71	90.90
052040	Bayou Woods Elementary School	94.55	95.16	95.14	94.90	94.89	95.02
052043	Mandeville Kindergarten	94.73	95.26	94.70	95.22	94.93	94.05
052044	Riverside Elementary School	94.96	97.14	95.13	94.95	93.95	94.68
052045	Woodlake Elementary School	96.19	96.11	95.47	95.93	95.95	95.78
052047	Honey Island Elementary School	95.17	96.23	96.02	96.09	96.85	96.78
052048	Whispering Forest Elementary School	95.67	95.96	96.02	95.95	95.24	95.69
052049	Cypress Cove Elementary	~	~	95.36	95.44	95.31	95.46
052050	Pontchartrain Elementary	~	~	96.05	95.77	96.19	96.30
052051	Tchefuncte Middle School	~	~	96.06	96.15	96.02	96.33

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4a: Percent of Student Attendance
Elementary Schools

	1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
District (Elementary Schools)	~	95.52	95.25	95.21	95.18	95.20
District (All Schools)	93.81	94.18	94.01	93.94	94.18	93.98
State (Elementary Schools)	~	95.01	95.21	95.01	95.20	95.01
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4b: Percent of Student Attendance
Middle/Jr. High Schools

	1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
052002 Abita Springs Middle School	93.17	92.12	93.50	92.90	Elem	Elem
052005 Bayou Lacombe Middle School	92.82	92.91	92.34	92.06	Elem	Elem
052007 Boyet Junior High School	94.23	94.68	94.26	94.05	94.09	94.76
052011 Clearwood Junior High School	94.76	94.79	94.13	94.91	95.60	94.47
052019 Folsom Junior High School	96.52	96.85	95.80	95.07	95.45	95.33
052024 Madisonville Junior High School	94.42	95.23	94.72	94.80	95.18	95.03
052027 Mandeville Junior High School	95.17	94.93	94.85	95.10	95.06	95.25
052030 Pearl River Junior High School	93.23	92.54	93.22	93.25	93.02	92.23
052032 Pitcher, William, Junior High School	90.66	90.69	90.59	90.21	92.66	91.33
052033 St. Tammany Junior High School	91.95	92.57	92.95	92.83	94.48	93.07
052038 Slidell Junior High School	93.32	93.82	93.32	93.42	94.03	93.70
052053 Fontainebleau Junior High School	~	~	~	~	93.76	93.47
District (Middle/Jr. High Schools)	~	93.75	93.56	93.54	94.30	93.85
District (All Schools)	93.81	94.18	94.01	93.94	94.18	93.98
State (Middle/Jr. High Schools)	~	92.84	92.72	92.56	93.14	92.69
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4c: Percent of Student Attendance
High Schools

	1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
052013 Covington High School	90.31	90.21	91.11	89.83	89.03	89.75
052026 Mandeville High School	92.80	93.65	93.31	93.43	93.29	93.20
052029 Pearl River High School	90.78	90.72	90.55	91.54	90.57	90.72
052035 Salmen High School	90.88	92.37	91.78	91.54	92.01	91.80
052037 Slidell High School	91.59	90.90	91.38	91.89	94.41	92.41
052039 Northshore High School	92.24	92.71	94.31	93.78	93.92	93.89
052052 Fontainebleau High School	~	~	90.23	90.50	91.44	90.86
District (High Schools)	~	91.87	92.00	91.81	92.11	91.83
District (All Schools)	93.81	94.18	94.01	93.94	94.18	93.98
State (High Schools)	~	90.97	91.02	90.62	91.06	90.75
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 4d: Percent of Student Attendance
Combination Schools

	1992-93¹	1993-94	1994-95	1995-96²	1996-97	1997-98
052016 Fifth Ward Junior High School	92.81	93.64	93.07	Elem	Elem	Elem
052020 Lee Road Junior High School	94.94	94.28	94.31	Elem	Elem	Elem
District (Combination Schools)	~	94.04	93.82	~	~	~
District (All Schools)	93.81	94.18	94.01	93.94	94.18	93.98
State (Combination Schools)	~	94.45	94.48	94.20	94.67	94.16
State (All Schools)	~	93.55	93.64	93.36	93.70	93.40

¹ A standard attendance definition was piloted statewide in 1992-93 and implemented statewide in 1993-94; hence prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students who drop out of school deprive our country of potentially valuable human resources (Hershaff, 1980). Research indicates that dropping out of school has negative consequences both for the individual who drops out and for society (Curry, Payson, and Sandhu, 1990).

Over the last 20 years, there has been a general increase in high school completion rates. Despite these gains, dropout rates remain at unacceptably high levels. The monitoring of high school dropout rates provides one measure of our progress in increasing the educational attainment of the state's youth. Unfortunately, determining the exact number of students who actually drop out of school is extremely difficult.

According to LDE research, the percent of student dropouts has a strong negative correlation with test scores and attendance, and a positive correlation with school size. Thus, schools with low average test scores and low average attendance generally experience high dropout rates. Larger schools (those with enrollments of roughly 700 or more students) exhibit higher dropout rates than do smaller schools (Franklin and Crone, 1993).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Table 5, Student Dropouts, presents the number and percent of students (by grade level) who drop out of school for grades 7-12. Data are presented by school site code for all *Report Card* schools in the district whose grade structure includes grade seven or higher. District and state numbers and percents are offered for comparison purposes.

Data Presentation: *School Report Card*

School-level counts and percents are reported (by grade) for grades 7-12. Also, district and state percents are presented.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- 1. *Dropout*—the National Center for Education Statistics (NCES) defines a dropout in the following manner. A school dropout is an individual who was enrolled in school at some time during the previous year, was not enrolled at the beginning of the current school year, had not graduated from high school or completed an approved educational program, and did not meet any of the following exclusionary conditions:
 - Death;
 - Temporary absence due to suspension or illness; or
 - Transfer to another public school district, private school, or state- or district-approved education program.

For the purpose of this definition:

- A school year is the 12-month period of time beginning with the normal opening of school in the fall, with dropouts from the previous summer reported for the year and grade for which they fail to enroll;
- An individual has graduated from high school or completed an approved education program upon receipt of formal recognition from school authorities; and
- A state- or district-approved education program may include special education programs, home-based instruction, and school-sponsored GED preparation.

Method of Calculation

Louisiana's school- and district-level student dropout percents are calculated by dividing the total number of student dropouts in each grade for grades 7-12 by the cumulative enrollment for that grade. The formulas used to produce percent of student dropouts are presented at the bottom of this page.

Data Sources

The dropout indicator is based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Curry, B. A., Payson, James and Sandhu, Daya S. (1990). Efficacy of a university designed dropout prevention program for at-risk adolescents of Louisiana. *Louisiana Education Research Journal*. XVI:1, 52.
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- Hershaff, S. M. (1980). Dropouts: A comparison of their general feelings of alienation and attitudes toward school with those of persisters. *The Southern Journal of Educational Research*. XIV:4, 247.
- National Center for Education Statistics (1993). *Dropout rates in the United States: 1993*. U.S. Department of Education, Office of Educational Research and Improvement. Government Printing Office: Washington, DC.

Formulas Used to Calculate Percent of Student Dropouts (Grades 7-12)

School-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Number of Student Dropouts (By Grade Level)}}{\text{Cumulative Enrollment (By Grade Level)}} \times 100$$

District-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the District}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the District}} \times 100$$

State-level Aggregation

$$\text{Percent of Student Dropouts (By Grade Level)} = \frac{\text{Total Number of Student Dropouts (By Grade Level) For All Schools in the State}}{\text{Cumulative Enrollment (By Grade Level) For All Schools in the State}} \times 100$$

Table 5: Student Dropouts

		1992-93¹		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052002	Abita Springs Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.99	1	~	~	~	~
	Grade 8	1.01	1	0.84	1	0.00	0	2.02	2	~	~	~	~
	Grade 9	4.65	4	0.93	1	~	~	~	~	~	~	~	~
052005	Bayou Lacombe Middle School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	~	~	~	~
	Grade 8	0.00	0	0.00	0	0.00	0	1.37	1	~	~	~	~
052007	Boyet Junior High School												
	Grade 7	0.53	2	0.28	1	1.37	6	1.03	4	0.50	2	1.01	4
	Grade 8	0.85	3	0.00	0	2.43	9	5.80	25	4.38	17	0.00	0
052011	Clearwood Junior High School												
	Grade 7	0.00	0	0.00	0	3.98	8	2.96	5	6.59	11	0.60	1
	Grade 8	0.49	1	0.00	0	4.85	10	4.19	8	9.21	14	4.00	6
052013	Covington High School												
	Grade 9	~	~	~	~	~	~	8.11	30	11.40	69	12.39	70
	Grade 10	7.57	47	5.22	35	8.08	46	11.75	55	11.32	53	7.28	35
	Grade 11	7.94	39	6.14	32	5.37	29	9.75	43	8.79	37	6.62	27
	Grade 12	7.65	30	4.95	21	7.51	34	8.60	40	11.72	47	5.51	21
052016	Fifth Ward Junior High School												
	Grade 7	0.00	0	0.00	0	0.00	0	1.69	1	3.39	2	0.00	0
	Grade 8	3.92	2	1.79	1	0.00	0	3.28	2	5.17	3	0.00	0
	Grade 9	7.41	4	1.85	1	3.64	2	~	~	~	~	~	~
052019	Folsom Junior High School												
	Grade 7	0.00	0	0.00	0	2.86	3	1.23	1	2.17	2	1.02	1
	Grade 8	1.23	1	0.00	0	3.41	3	1.14	1	3.41	3	1.14	1
	Grade 9	0.00	0	0.00	0	1.20	1	~	~	~	~	~	~
052020	Lee Road Junior High School												
	Grade 7	0.00	0	0.00	0	3.30	3	1.16	1	2.53	2	0.00	0
	Grade 8	1.30	1	3.53	3	2.17	2	3.41	3	4.94	4	3.80	3
	Grade 9	4.41	3	1.25	1	2.27	2	~	~	~	~	~	~
052024	Madisonville Junior High School												
	Grade 7	0.00	0	0.00	0	0.00	0	0.00	0	3.37	3	1.37	1
	Grade 8	4.29	3	0.00	0	0.00	0	0.00	0	1.33	1	3.37	3
	Grade 9	1.28	1	1.45	1	2.82	2	~	~	~	~	~	~

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1992-93 ¹		1993-94		1994-95		1995-96 ²		1996-97		1997-98	
		Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number
052026	Mandeville High School												
	Grade 9	1.63	11	0.84	6	2.13	9	4.02	17	5.91	25	4.87	20
	Grade 10	1.19	6	2.21	12	1.03	4	7.26	27	5.21	21	3.58	13
	Grade 11	3.03	13	2.36	11	1.85	10	7.57	28	9.63	34	1.64	6
	Grade 12	3.35	14	1.21	5	0.47	2	7.46	37	5.99	20	3.28	10
052027	Mandeville Junior High School												
	Grade 7	0.18	1	0.00	0	1.00	6	4.65	31	12.80	54	4.07	15
	Grade 8	0.00	0	0.00	0	0.00	0	3.73	22	6.79	25	1.16	4
052029	Pearl River High School												
	Grade 9	11.07	29	5.32	14	2.19	6	13.25	31	12.60	33	12.15	26
	Grade 10	5.10	10	0.55	1	1.12	2	8.37	17	14.72	24	3.80	7
	Grade 11	5.11	7	4.51	6	0.68	1	7.69	9	8.82	12	7.91	11
	Grade 12	4.21	4	4.55	6	1.64	2	17.57	26	7.50	9	8.73	11
052030	Pearl River Junior High School												
	Grade 7	0.00	0	2.17	2	0.00	0	0.83	1	1.64	2	1.53	2
	Grade 8	0.00	0	0.00	0	5.68	5	0.95	1	2.65	3	2.50	3
052032	Pitcher, William, Junior High School												
	Grade 7	0.31	1	0.63	2	2.73	9	1.63	5	28.78	80	2.73	6
	Grade 8	0.37	1	0.67	2	1.03	3	3.57	10	2.23	4	1.24	3
	Grade 9	3.47	11	5.35	13	2.87	7	8.25	17	~	~	~	~
052033	St. Tammany Junior High School												
	Grade 7	0.00	0	0.00	0	0.00	0	3.18	7	25.24	53	1.35	3
	Grade 8	1.33	3	0.40	1	0.45	1	2.67	5	5.23	9	0.88	2
052035	Salmen High School												
	Grade 9	5.32	19	3.37	13	2.60	10	14.76	49	11.84	38	7.60	25
	Grade 10	3.17	7	1.47	4	3.92	12	7.75	22	15.95	41	8.62	20
	Grade 11	5.83	12	3.27	7	6.40	16	9.16	24	11.89	29	5.88	12
	Grade 12	2.82	5	3.23	6	2.87	5	12.45	30	7.29	18	7.76	17
052036	Sixth Ward Junior High School												
	Grade 7	1.35	1	0.00	0	0.00	0	3.57	2	3.13	2	0.00	0
	Grade 8	0.00	0	0.00	0	0.00	0	1.59	1	0.00	0	0.00	0

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

		1992-93¹		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052037	Slidell High School												
	Grade 9	4.05	30	2.59	18	6.08	42	10.88	69	26.95	159	7.86	50
	Grade 10	3.08	15	2.50	13	3.35	17	5.80	29	23.79	108	6.01	28
	Grade 11	3.36	15	3.39	15	3.81	16	7.74	35	17.96	74	3.93	17
	Grade 12	2.01	7	1.30	5	2.97	12	5.38	21	11.25	44	6.16	26
052038	Slidell Junior High School												
	Grade 7	0.00	0	0.22	1	1.77	8	4.11	18	3.39	14	1.75	8
	Grade 8	1.09	5	0.42	2	0.22	1	2.11	9	13.20	68	0.74	3
052039	Northshore High School												
	Grade 9	0.73	3	2.84	12	2.70	11	8.48	34	5.81	28	4.91	21
	Grade 10	0.31	1	0.88	3	0.90	3	7.94	27	8.41	29	4.62	18
	Grade 11	0.41	1	0.70	2	2.35	7	7.87	24	6.27	19	1.62	5
	Grade 12	1.36	3	1.01	2	1.13	3	2.53	6	4.20	11	3.02	8
052052	Fontainebleau High School												
	Grade 9	~	~	~	~	1.30	7	10.00	56	9.74	56	6.59	39
	Grade 10	~	~	~	~	3.83	15	6.53	25	7.45	31	6.84	31
	Grade 11	~	~	~	~	~	~	4.11	12	9.20	32	5.48	20
	Grade 12	~	~	~	~	~	~	0.00	0	5.35	13	5.86	18
052053	Fontainebleau Junior High School												
	Grade 7	~	~	~	~	~	~	~	~	2.30	12	2.07	12
	Grade 8	~	~	~	~	~	~	~	~	2.66	12	0.74	4

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 5: Student Dropouts

	1992-93¹		1993-94		1994-95		1995-96²		1996-97		1997-98	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Grade 7	0.19	5	0.22	6	1.51	43	2.77	77	8.42	239	1.87	53
Grade 8	0.83	21	0.37	10	1.27	34	3.34	90	6.20	163	1.20	32
Grade 9	3.92	115	2.77	80	3.37	99	10.23	315	12.89	409	8.18	251
Grade 10	3.86	86	2.84	68	3.96	99	8.15	202	12.43	307	6.02	152
Grade 11	4.65	87	3.71	73	3.80	79	7.96	175	10.83	237	4.47	98
Grade 12	4.00	63	2.75	45	3.33	58	8.13	160	8.18	162	5.52	111
Grades 9 - 12	~	~	~	~	~	~	8.76	852	11.36	1,115	6.25	612
State												
Grade 7	~	~	1.47	904	0.78	480	4.46	2,816	4.73	2,904	3.44	2,122
Grade 8	~	~	1.71	971	0.93	538	6.04	3,568	5.53	3,232	4.46	2,519
Grade 9	~	~	6.48	4,018	4.63	2,898	12.90	8,966	13.51	9,245	11.67	7,688
Grade 10	~	~	4.91	2,531	3.79	2,005	11.86	6,554	12.10	6,626	10.53	5,802
Grade 11	~	~	4.57	1,988	3.55	1,555	10.78	4,991	10.58	4,897	9.08	4,161
Grade 12	~	~	3.70	1,433	2.65	1,061	10.75	4,397	8.62	3,605	8.71	3,716
Grades 9 - 12	~	~	~	~	~	~	11.75	24,908	11.53	24,373	10.20	21,367

¹ In 1992-93, Louisiana was in transition to the federal reporting calendar; hence, prior years' data may not be comparable.

² Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Students Suspended and Expelled

Student suspension not only harms students by depriving them of valuable instruction, it also harms communities, the individual school, and school district (Garibaldi, 1978).

Prior to 1995-96, attendance data were reported for regular education students only. The 1995-96, 1996-97, and 1997-98 data include special education students as well; hence, comparisons with prior years data are strongly discouraged.

Organization

Tables 6a, 6b, 6c, and 6d, Students Suspended and Expelled, present the number and percent of students suspended and the number and percent of students expelled for each school in the district receiving a *School Report Card*. Schools are listed by category and in site code order. District percentages are presented for comparison of all schools. Since 1993-94, percentages based on the school category also have been provided for comparison purposes.

It should be pointed out that the “students suspended” number reflects the number of students at the school site who were suspended at least once during the school year. Because some students are suspended more than once over the course of the school year, the total incidence of suspension may be greater than the number reported here.

Data Presentation: *School Report Card*

The 1997-98 *School Report Card* presents the school-level number and percent of students suspended and expelled. Category statistics are provided at the district level for comparison purposes.

Definitions

- *Cumulative Enrollment*—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.
- *In-school Expulsion*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.
- *In-school Suspension*—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.
- *Out-of-school Expulsion*—removal (exit) of a student from school for a determined number of days with no provision of instructional services.
- *Out-of-school Suspension*—student is temporarily prohibited from participating in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

Schools which report comparatively high suspension rates tend to serve more low-income students than those which report low suspension rates. Suspension rates tend to be higher among large schools. Middle schools and secondary schools report higher suspension rates than schools with other grade configurations. Finally, class enrollments are larger in high-suspension schools (Kennedy, 1993). This research is further supported by Franklin and Glascock (1994) who found that suspension rates are significantly higher in middle schools than elementary or combination (K-12) schools.

Method of Calculation

Suspensions and expulsions are calculated for students enrolled in grades K-12. The formulas listed at the bottom of this page were used to calculate the desired school- and district-level percentages for each school category, as well as district-level percentages for all schools.

Data Sources

The suspension and expulsion indicators are based on district-reported data submitted to the LDE via the Student Information System (SIS).

References

- Children's Defense Fund. (1975). *School Suspensions - Are They Helping Children?* Cambridge, Mass.
- Franklin, B. J., and Glascock, C. H. (1994). The K-12 school - Did we forget the importance of continuity? Paper presented at the annual meeting of the Mid-South Education Research Association. Nashville, Tenn.
- Garibaldi, A. M. (1978). *In-School Alternatives to Suspension: Conference Report*. Washington, D.C.: U.S. Government Printing Office.
- Kennedy, E. (1993). A study of out-of-school suspensions and expulsions in Louisiana public schools. Report to the Board of Elementary and Secondary Education. Baton Rouge, La.: Louisiana Department of Education.

Formulas Used to Calculate Percent of Students Suspended, Expelled

School-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Number of Students Suspended}}{\text{Cumulative Enrollment}} \times 100$$

$$\text{Percent of Students Expelled} = \frac{\text{Number of Students Expelled}}{\text{Cumulative Enrollment}} \times 100$$

District-level Aggregation

$$\text{Percent of Students Suspended} = \frac{\text{Total Number of Students Suspended for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

$$\text{Percent of Students Expelled} = \frac{\text{Total Number of Students Expelled for All Schools in the District}}{\text{Cumulative Enrollment for All Schools in the District}} \times 100^*$$

*Note: Due to school categorization, the numerator and denominator will vary. For example, Percent of Elementary Students Suspended = (Number of Elementary Students Suspended / Cumulative Elementary Student Enrollment) X 100.

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052001	Abita Springs Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.40	2	0.38	2
	Suspended (Out of School)	3.29	18	2.84	16	2.77	16	3.02	18	1.40	7	1.15	6
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052002	Abita Springs Middle School												
	Suspended (In School)	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	0.00	0	0.00	0
	Suspended (Out of School)	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	12.85	41	8.60	27
	Expelled (In School)	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	0.00	0	0.00	0
	Expelled (Out of School)	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	0.00	0	0.32	1
052003	Abney, W.L., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.59	6	0.78	8	1.86	19	1.08	10	0.66	6	0.32	3
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052004	Alton Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	12.87	43	11.42	41	11.38	43	11.15	36	12.10	42	9.90	31
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.28	1	0.00	0	0.93	3	0.00	0	0.00	0
052005	Bayou Lacombe Middle School												
	Suspended (In School)	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	0.00	0	34.92	88
	Suspended (Out of School)	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	23.11	58	5.95	15
	Expelled (In School)	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	0.00	0	0.00	0
	Expelled (Out of School)	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	Jr. High	0.00	0	0.00	0
052006	Bonne Ecole Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.14	1
	Suspended (Out of School)	0.89	7	0.38	3	0.39	3	1.52	12	0.99	7	0.57	4
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052008	Brock, Glynn H., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	7.14	26	6.98	28	8.36	30	5.28	18	2.37	8	2.40	8
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.30	1
052009	Carolyn Park Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	21.29	142
	Suspended (Out of School)	12.04	85	4.15	30	10.20	75	6.06	38	6.00	36	11.69	78
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.54	4	0.00	0	0.17	1	0.30	2
052010	Chahta-Ima Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.27	1
	Suspended (Out of School)	1.86	10	0.98	5	3.18	17	2.67	13	5.17	20	6.74	25
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052012	Covington Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	3.29	20	1.71	10	1.69	10	4.33	26	7.55	42	5.14	26
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052014	Schoen, C.J., Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	12.40	48
	Suspended (Out of School)	7.32	39	8.40	44	11.72	58	6.59	27	10.58	44	7.75	30
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.38	2	0.81	4	0.24	1	0.00	0	0.00	0
052016	Fifth Ward Junior High School												
	Suspended (In School)	Combo	Combo	Combo	Combo	Combo	Combo	~	~	0.00	0	0.00	0
	Suspended (Out of School)	Combo	Combo	Combo	Combo	Combo	Combo	5.79	27	8.60	40	8.35	40
	Expelled (In School)	Combo	Combo	Combo	Combo	Combo	Combo	~	~	0.00	0	0.00	0
	Expelled (Out of School)	Combo	Combo	Combo	Combo	Combo	Combo	0.21	1	0.22	1	0.42	2

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052017	Florida Avenue Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	3.89	19	3.60	20	3.47	19	0.18	1	3.63	21	4.68	25
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052018	Folsom Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	4.95	28	2.87	17	1.96	12	0.79	4	1.52	8	3.49	18
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052020	Lee Road Junior High School												
	Suspended (In School)	Combo	Combo	Combo	Combo	Combo	Combo	~	~	0.00	0	0.00	0
	Suspended (Out of School)	Combo	Combo	Combo	Combo	Combo	Combo	3.56	26	3.90	28	5.14	39
	Expelled (In School)	Combo	Combo	Combo	Combo	Combo	Combo	~	~	0.00	0	0.00	0
	Expelled (Out of School)	Combo	Combo	Combo	Combo	Combo	Combo	0.14	1	0.00	0	0.00	0
052021	Little Oak Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	6.47	70
	Suspended (Out of School)	4.42	50	0.44	5	3.73	44	1.73	19	0.82	9	0.83	9
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052022	Lyon, E.E., Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	1.72	9	1.05	6	3.25	18	2.60	16	1.84	11	1.72	10
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052023	Madisonville Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.27	1	0.26	1
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052025	Mandeville Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.62	4	0.81	5
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052028	Mandeville Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	3.55	59	3.80	66	4.34	45	2.11	22	2.72	30	3.31	39
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.12	2	0.19	2	0.00	0	0.00	0	0.00	0
052031	Pine View Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	11.08	41
	Suspended (Out of School)	7.43	26	7.80	29	11.05	41	7.58	26	11.67	42	7.30	27
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.29	1	0.00	0	0.27	1	0.00	0	0.00	0	0.00	0
052036	Sixth Ward Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	11.08	70	13.81	83	12.20	72	9.32	52	7.91	44	10.55	59
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.50	3	0.68	4	0.00	0	0.00	0	1.07	6
052040	Bayou Woods Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.80	8	0.99	10	1.00	10	2.13	22	3.58	35	1.81	17
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052043	Mandeville Kindergarten												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052044	Riverside Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.23	1	0.23	1	0.47	2	0.93	4	0.47	2	1.87	8
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052045	Woodlake Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
052047	Honey Island Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	0.28	3	0.27	3	0.69	5	0.59	4	0.29	2	0.86	6
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0
052048	Whispering Forest Elementary School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	0.48	3	0.00	0	0.00	0	0.18	1	0.00	0	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	~	~
052049	Cypress Cove Elementary												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	~	~	~	~	0.13	1	0.55	4	0.00	0	0.29	2
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	~	~	0.00	0	0.00	0	0.00	0	0.00	0
052050	Pontchartrain Elementary												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Suspended (Out of School)	~	~	~	~	0.00	0	0.00	0	0.00	0	~	~
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	~	~
	Expelled (Out of School)	~	~	~	~	0.00	0	0.00	0	0.00	0	~	~

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6a: Students Suspended and Expelled
Elementary Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052051	Tchefuncte Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.35	3
	Suspended (Out of School)	~	~	~	~	1.55	14	2.15	19	0.94	8	1.27	11
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	~	~	0.00	0	0.00	0	0.00	0	0.00	0
District (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.01	2	2.20	395
	Suspended (Out of School)	~	~	2.70	425	3.37	554	2.49	443	3.29	591	3.15	566
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	0.05	8	0.09	15	0.03	6	0.01	2	0.07	12
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	1.07	357	7.51	2,580
	Suspended (Out of School)	8.21	2,619	8.05	2,640	8.22	2,775	6.96	2,364	6.68	2,224	7.43	2,551
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.14	46	0.45	147	0.44	147	0.39	131	0.19	64	0.38	132
State¹ (Elementary Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	2.17	8,584	3.07	11,949
	Suspended (Out of School)	~	~	~	~	~	~	~	~	4.26	16,806	4.83	18,811
	Expelled (In School)	~	~	~	~	~	~	~	~	0.01	34	0.01	37
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.08	311	0.11	425
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052002	Abita Springs Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	Elem	Elem	Elem	Elem
	Suspended (Out of School)	17.02	81	21.62	115	15.08	65	7.11	30	Elem	Elem	Elem	Elem
	Expelled (In School)	~	~	~	~	~	~	~	~	Elem	Elem	Elem	Elem
	Expelled (Out of School)	0.00	0	0.38	2	0.23	1	0.00	0	Elem	Elem	Elem	Elem
052005	Bayou LaCombe Middle School												
	Suspended (In School)	~	~	~	~	~	~	~	~	Elem	Elem	Elem	Elem
	Suspended (Out of School)	13.17	49	10.46	39	22.73	85	23.74	80	Elem	Elem	Elem	Elem
	Expelled (In School)	~	~	~	~	~	~	~	~	Elem	Elem	Elem	Elem
	Expelled (Out of School)	0.27	1	0.54	2	0.80	3	0.89	3	Elem	Elem	Elem	Elem
052007	Boyet Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	10.57	83
	Suspended (Out of School)	9.22	101	7.14	83	8.76	72	10.75	86	9.43	73	8.03	63
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.43	5	0.12	1	0.50	4	0.00	0	0.13	1
052011	Clearwood Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	2.89	20	21.09	147
	Suspended (Out of School)	10.92	96	12.38	106	11.18	93	10.88	84	8.96	62	10.62	74
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.58	5	0.60	5	0.78	6	0.58	4	1.15	8
052019	Folsom Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	23.53	60	25.19	65	17.39	48	14.67	38	20.75	55	19.85	52
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	3.10	8	2.17	6	0.00	0	0.00	0	0.38	1
052024	Madisonville Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	8.98	38	13.70	60	13.22	62	6.70	27	7.54	30	11.37	48
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	0.00	0	0.00	0	0.24	1

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² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

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Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052027	Mandeville Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	3.44	38	13.65	163	13.18	162	6.80	83	5.08	37	6.07	43
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.42	5	0.24	3	0.16	2	0.00	0	0.28	2
052030	Pearl River Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	11.90	65
	Suspended (Out of School)	18.07	88	13.97	69	15.36	80	10.15	54	12.39	68	15.57	85
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.21	1	0.81	4	0.38	2	0.38	2	0.18	1	0.73	4
052032	Pitcher, William, Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	22.16	84	50.22	232
	Suspended (Out of School)	24.86	225	30.97	266	24.77	214	28.11	219	16.62	63	26.41	122
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	1.66	15	3.49	30	3.13	27	2.82	22	0.00	0	2.60	12
052033	St. Tammany Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	11.36	55	34.01	218
	Suspended (Out of School)	15.68	106	21.10	150	14.94	108	16.17	103	8.88	43	18.10	116
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.44	3	1.41	10	0.69	5	0.63	4	0.21	1	1.09	7
052038	Slidell Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	11.79	126	16.26	175
	Suspended (Out of School)	8.59	101	10.71	124	9.50	111	9.71	102	10.76	115	12.17	131
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.26	3	1.04	12	0.68	8	0.57	6	0.47	5	1.39	15
052053	Fontainebleau Junior High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	4.42	43	19.69	218
	Suspended (Out of School)	~	~	~	~	~	~	~	~	6.07	59	12.92	143
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.10	1	1.36	15

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² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

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Table 6b: Students Suspended and Expelled
Middle/Jr. High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.30	327	17.22	1,131
	Suspended (Out of School)	~	~	16.46	1,240	15.14	1,100	12.76	906	9.72	600	13.23	869
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	1.10	83	0.84	61	0.75	53	0.19	12	1.01	66
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	1.07	357	7.51	2,580
	Suspended (Out of School)	8.21	2,619	8.05	2,640	8.22	2,775	6.96	2,364	6.68	2,224	7.43	2,551
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.14	46	0.45	147	0.44	147	0.39	131	0.19	64	0.38	132
State¹ (Middle/Jr. High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	10.03	14,670	14.53	21,148
	Suspended (Out of School)	~	~	~	~	~	~	~	~	16.40	23,990	18.26	26,576
	Expelled (In School)	~	~	~	~	~	~	~	~	0.16	234	0.31	448
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.87	1,269	1.12	1,629
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

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~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052013	Covington High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	8.94	164
	Suspended (Out of School)	12.23	184	8.35	135	8.58	134	8.47	146	10.63	198	10.35	190
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.27	4	0.31	5	0.70	11	0.64	11	0.64	12	0.65	12
052026	Mandeville High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	7.70	156	6.83	146	6.73	120	5.41	87	7.07	104	7.19	103
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.39	8	0.47	10	0.22	4	0.62	10	0.41	6	0.28	4
052029	Pearl River High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	9.82	65
	Suspended (Out of School)	16.38	113	14.67	104	14.40	104	9.57	65	17.80	118	10.57	70
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	1.01	7	0.99	7	0.42	3	1.03	7	0.30	2	0.15	1
052035	Salmen High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Suspended (Out of School)	17.36	167	15.77	167	16.86	188	19.56	214	14.46	150	14.64	143
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	1.04	11	0.90	10	0.55	6	0.58	6	0.31	3
052037	Slidell High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	1.79	28	28.09	547
	Suspended (Out of School)	14.59	295	9.94	203	8.90	180	10.20	197	5.77	90	11.76	229
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.15	3	0.73	15	0.35	7	0.36	7	0.32	5	0.77	15
052039	Northshore High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	19.68	280
	Suspended (Out of School)	8.79	105	10.66	133	10.41	136	8.80	112	12.97	181	13.07	186
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.00	0	0.40	5	0.84	11	0.39	5	0.21	3	0.77	11

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6c: Students Suspended and Expelled
High Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052052	Fontainebleau High School												
	Suspended (In School)	~	~	~	~	~	~	~	~	0.00	0	0.06	1
	Suspended (Out of School)	~	~	~	~	18.62	173	17.01	209	12.72	199	12.32	211
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	~	~	2.58	24	2.12	26	1.02	16	0.47	8
District (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	0.30	28	10.75	1,055
	Suspended (Out of School)	~	~	10.70	888	11.79	1,035	10.91	1,020	11.01	1,035	11.42	1,121
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	~	~	0.64	53	0.80	70	0.77	72	0.53	50	0.55	54
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	1.07	357	7.51	2,580
	Suspended (Out of School)	8.21	2,619	8.05	2,640	8.22	2,775	6.96	2,364	6.68	2,224	7.43	2,551
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.14	46	0.45	147	0.44	147	0.39	131	0.19	64	0.38	132
State¹ (High Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	8.67	19,412	11.97	26,592
	Suspended (Out of School)	~	~	~	~	~	~	~	~	15.72	35,175	15.80	35,108
	Expelled (In School)	~	~	~	~	~	~	~	~	0.11	254	0.23	512
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.80	1,797	0.80	1,775
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 6d: Students Suspended and Expelled
Combination Schools

		1992-93		1993-94		1994-95		1995-96²		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052016	Fifth Ward Junior High School												
	Suspended (In School)	~	~	~	~	~	~	Elem	Elem	Elem	Elem	Elem	Elem
	Suspended (Out of School)	11.00	55	10.73	57	11.57	62	Elem	Elem	Elem	Elem	Elem	Elem
	Expelled (In School)	~	~	~	~	~	~	Elem	Elem	Elem	Elem	Elem	Elem
	Expelled (Out of School)	0.00	0	0.56	3	0.19	1	Elem	Elem	Elem	Elem	Elem	Elem
052020	Lee Road Junior High School												
	Suspended (In School)	~	~	~	~	~	~	Elem	Elem	Elem	Elem	Elem	Elem
	Suspended (Out of School)	4.14	31	3.84	30	3.00	24	Elem	Elem	Elem	Elem	Elem	Elem
	Expelled (In School)	~	~	~	~	~	~	Elem	Elem	Elem	Elem	Elem	Elem
	Expelled (Out of School)	0.00	0	0.00	0	0.00	0	Elem	Elem	Elem	Elem	Elem	Elem
District (Combination Schools)													
	Suspended (Out of School)	~	~	7.05	87	6.81	86	~	~	~	~	~	~
	Expelled (Out of School)	~	~	0.24	3	0.08	1	~	~	~	~	~	~
District (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	1.07	357	7.51	2,580
	Suspended (Out of School)	8.21	2,619	8.05	2,640	8.22	2,775	6.96	2,364	6.68	2,224	7.43	2,551
	Expelled (In School)	~	~	~	~	~	~	~	~	0.00	0	0.00	0
	Expelled (Out of School)	0.14	46	0.45	147	0.44	147	0.39	131	0.19	64	0.38	132
State¹ (Combination Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	3.50	1,464	4.40	1,756
	Suspended (Out of School)	~	~	~	~	~	~	~	~	7.88	3,296	8.09	3,226
	Expelled (In School)	~	~	~	~	~	~	~	~	0.05	20	0.05	18
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.21	87	0.21	85
State¹ (All Schools)													
	Suspended (In School)	~	~	~	~	~	~	~	~	5.55	44,040	7.76	61,311
	Suspended (Out of School)	~	~	~	~	~	~	~	~	9.94	78,866	10.54	83,256
	Expelled (In School)	~	~	~	~	~	~	~	~	0.07	542	0.13	1,014
	Expelled (Out of School)	~	~	~	~	~	~	~	~	0.44	3,454	0.49	3,901

¹ Because of reporting differences among districts, no state suspension or expulsion averages are shown prior to 1996-97.

² Effective with 1995-96 both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Part 4. Student Achievement

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Reading Level Evaluation Results

The ability to read is essential to survive in our society. Many children learn to read quickly and efficiently once exposed to formal instruction. However, this is not an easy task for some children due to a variety of reasons. These children require high quality preschool and kindergarten programs and excellent primary instruction that emphasize language and literacy skills. Act 450 of the 1997 Legislative Session required each second and third grade teacher to report the number of students reading below grade level within the first thirty days of school.

Organization

Tables 7a and 7b present Reading Level Evaluation Results for grades 2 and 3 respectively. These results present the number and percent of students reading below, on, and above their grade levels. This information is provided for each school in the district receiving a *School Report Card*, with schools listed in site code order. District and state results are presented for comparison purposes. Please use caution when comparing, as each district was permitted to select its own assessment instrument(s).

Definition

The following students were evaluated and included in the assessment results:

- All regular education students enrolled as of October 1, 1997;
- All special education students whose IEP designate that they are in a specially designed, regular instructional program;
- All Limited English Proficient (LEP) students who were enrolled in and completed at least two full consecutive academic years in an English-speaking school (including kindergarten);
- Students in alternative programs or placements who are addressing regular curriculum standards; and
- All disabled students according to Section 504.

Assessment Instruments

Each teacher used one of the following types of assessment instruments:

- Basal reading test
- Informal reading inventory
- Computerized reading inventory
- Other standardized tests, such as norm-referenced tests, criterion-referenced tests, etc.

Data Presentation: *School Report Card*

The *1997-98 School Report Cards* present school-level count and percent of students reading below, on, and above their grade levels for grades 2 and 3.

Method of Calculation

The formula used to compute the percents of students reading below, on, and above their grade levels is presented on the following page.

Data Sources

The Reading Level data is based on district-reported data submitted to the Louisiana Department of Education, Division of School Standards, Accountability and Assistance.

Formula Used to Calculate Percent of Students Reading Below, On, and Above Their Grade Levels

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Below} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Below Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading On} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading On Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

$$\begin{array}{l} \text{Percent of Students} \\ \text{Reading Above} \\ \text{Grade Level} \end{array} = \frac{\text{Number of Students Reading Above Grade Level}}{\text{Total Number of Students Assessed in that Grade}} \times 100$$

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052001	Abita Springs Elementary School												
	Students Assessed		~		~		~		~		~		129
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.73	19
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.68	37
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	56.59	73
052003	Abney, W.L., Elementary School												
	Students Assessed		~		~		~		~		~		130
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.85	31
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	34.62	45
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	41.54	54
052004	Alton Elementary School												
	Students Assessed		~		~		~		~		~		35
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	54.29	19
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	22.86	8
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	22.86	8
052006	Bonne Ecole Elementary School												
	Students Assessed		~		~		~		~		~		117
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.38	18
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.77	36
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	53.85	63
052008	Brock, Glynn H., Elementary School												
	Students Assessed		~		~		~		~		~		42
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	16.67	7
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	47.62	20
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	35.71	15
052010	Chahta-Ima Elementary School												
	Students Assessed		~		~		~		~		~		83
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	55.42	46
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	32.53	27
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	12.05	10

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052012	Covington Elementary School												
	Students Assessed		~		~		~		~		~		112
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	24.11	27
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.04	37
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.86	48
052016	Fifth Ward Junior High School												
	Students Assessed		~		~		~		~		~		54
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.93	14
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	35.19	19
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.89	21
052017	Florida Avenue Elementary School												
	Students Assessed		~		~		~		~		~		68
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	22.06	15
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	36.76	25
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	41.18	28
052018	Folsom Elementary School												
	Students Assessed		~		~		~		~		~		69
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	44.93	31
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	27.54	19
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	27.54	19
052020	Lee Road Junior High School												
	Students Assessed		~		~		~		~		~		64
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.00	16
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	29.69	19
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	45.31	29
052022	Lyon, E.E., Elementary School												
	Students Assessed		~		~		~		~		~		117
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.50	31
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.46	45
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	35.04	41

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052023	Madisonville Elementary School												
	Students Assessed		~		~		~		~		~		90
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.33	21
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	34.44	31
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.22	38
052025	Mandeville Elementary School												
	Students Assessed		~		~		~		~		~		209
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.44	49
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	29.19	61
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	47.37	99
052036	Sixth Ward Junior High School												
	Students Assessed		~		~		~		~		~		69
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	46.38	32
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.43	21
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.19	16
052040	Bayou Woods Elementary School												
	Students Assessed		~		~		~		~		~		184
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.93	33
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	34.24	63
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	47.83	88
052044	Riverside Elementary School												
	Students Assessed		~		~		~		~		~		82
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.61	21
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	34.15	28
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	40.24	33
052045	Woodlake Elementary School												
	Students Assessed		~		~		~		~		~		199
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.10	38
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.62	47
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	57.29	114

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7a: Reading Level Evaluation Results - Grade 2
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052047 Honey Island Elementary School													
	Students Assessed		~		~		~		~		~		320
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	8.44	27
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.75	92
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	62.81	201
052048 Whispering Forest Elementary School													
	Students Assessed		~		~		~		~		~		92
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	17.39	16
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	20.65	19
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	61.96	57
052050 Pontchartrain Elementary													
	Students Assessed		~		~		~		~		~		193
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	7.77	15
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	32.12	62
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	60.10	116
District													
	Students Assessed		~		~		~		~		~		2,458
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.40	526
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.96	761
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	47.64	1,171
State (Public)													
	Students Assessed		~		~		~		~		~		58,692
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	43.48	25,518
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.09	21,767
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.44	11,407

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052001	Abita Springs Elementary School												
	Students Assessed		~		~		~		~		~		85
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	3.53	3
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.88	22
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	70.59	60
052003	Abney, W.L., Elementary School												
	Students Assessed		~		~		~		~		~		134
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.67	21
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	37.31	50
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	47.01	63
052004	Alton Elementary School												
	Students Assessed		~		~		~		~		~		33
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.21	7
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	30.30	10
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	48.48	16
052006	Bonne Ecole Elementary School												
	Students Assessed		~		~		~		~		~		98
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	6.12	6
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.57	28
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	65.31	64
052008	Brock, Glynn H., Elementary School												
	Students Assessed		~		~		~		~		~		48
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	6.25	3
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.33	16
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	60.42	29
052010	Chahta-Ima Elementary School												
	Students Assessed		~		~		~		~		~		81
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	18.52	15
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	39.51	32
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	41.98	34

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052012	Covington Elementary School												
	Students Assessed		~		~		~		~		~		85
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	12.94	11
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.88	22
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	61.18	52
052016	Fifth Ward Junior High School												
	Students Assessed		~		~		~		~		~		43
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	9.30	4
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	25.58	11
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	65.12	28
052017	Florida Avenue Elementary School												
	Students Assessed		~		~		~		~		~		64
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.56	17
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.13	18
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	45.31	29
052018	Folsom Elementary School												
	Students Assessed		~		~		~		~		~		69
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	31.88	22
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.03	29
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	26.09	18
052020	Lee Road Junior High School												
	Students Assessed		~		~		~		~		~		72
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	15.28	11
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	33.33	24
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	51.39	37
052022	Lyon, E.E., Elementary School												
	Students Assessed		~		~		~		~		~		115
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	21.74	25
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	36.52	42
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	41.74	48

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052023	Madisonville Elementary School												
	Students Assessed		~		~		~		~		~		86
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.95	12
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	8.14	7
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	77.91	67
052025	Mandeville Elementary School												
	Students Assessed		~		~		~		~		~		191
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	7.33	14
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.80	55
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	63.87	122
052036	Sixth Ward Junior High School												
	Students Assessed		~		~		~		~		~		42
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	14.29	6
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	35.71	15
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	50.00	21
052040	Bayou Woods Elementary School												
	Students Assessed		~		~		~		~		~		217
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.82	30
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	27.65	60
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	58.53	127
052044	Riverside Elementary School												
	Students Assessed		~		~		~		~		~		90
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	13.33	12
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	40.00	36
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	46.67	42
052045	Woodlake Elementary School												
	Students Assessed		~		~		~		~		~		201
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	10.45	21
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	29.85	60
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	59.70	120

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Table 7b: Reading Level Evaluation Results - Grade 3
Number and Percent of Students Reading Below, On, or Above Grade Level

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98¹	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052047 Honey Island Elementary School													
	Students Assessed		~		~		~		~		~		322
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	6.52	21
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	27.95	90
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	65.53	211
052048 Whispering Forest Elementary School													
	Students Assessed		~		~		~		~		~		113
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	7.08	8
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	23.01	26
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	69.91	79
052050 Pontchartrain Elementary													
	Students Assessed		~		~		~		~		~		207
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	3.38	7
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	16.43	34
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	80.19	166
District													
	Students Assessed		~		~		~		~		~		2,396
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	11.52	276
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	28.67	687
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	59.81	1,433
State (Public)													
	Students Assessed		~		~		~		~		~		56,800
	Students Reading Below Their Grade Level	~	~	~	~	~	~	~	~	~	~	38.00	21,585
	Students Reading On Their Grade Level	~	~	~	~	~	~	~	~	~	~	42.23	23,989
	Students Reading Above Their Grade Level	~	~	~	~	~	~	~	~	~	~	19.76	11,226

¹ Effective in 1997-98, the Louisiana Legislature required each second and third grade teacher to report the number of students reading below grade level.

~ = Unavailable data

Criterion-referenced Test (CRT) Results

Educational tests such as criterion-referenced tests (CRTs) are, in one form or another, tests of academic achievement based on a pre-stated set of standards.

The CRTs administered in this state are part of the Louisiana Educational Assessment Program (LEAP) and are administered in April of each year to public school students at specified grade levels. For the secondary level, the CRT is the Graduation Exit Examination (GEE).

These tests are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). The Progress Profiles Program reports scores for all students taking the tests. This reflects the same reporting format used by the LEAP.

In Louisiana, CRTs provide a measure of the extent to which students meet state-established, grade-level skill requirements in the following subject areas:

- *Grades 3 and 5*—Language Arts and Mathematics,
- *Grade 7*—Language Arts and Mathematics, and
- *Secondary Level (GEE)*—English Language Arts, Mathematics, Written Composition, Science, and Social Studies.

Organization

Tables 8a - 8c provide CRT Results for Grades 3, 5, and 7, respectively, while Table 8d provides GEE test results for first-time GEE test takers. The tables present CRT results for each school in the district receiving a *School Report Card*, with schools shown in school site code order. Also, comparison data are presented for the district and the state.

The tables reflect both the number of students taking the test and the percent of students who meet or exceed standards for the respective grade levels. Thus, the percent of students passing a specific test is the percent scoring at or above the performance standard that the state has set in that subject area.

Data Presentation: *School Report Cards*

The *1997-98 School Report Cards* present school, district, and state percent passing rates by grade level and subject area.

Definition

Criterion-referenced tests (CRTs)—tests that produce a score that tells how individuals/schools perform in achieving an established criteria; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

Data Source

The CRT indicator is based on student-level data tapes provided to the LDE by National Computer Systems, test contractor for the Louisiana Educational Assessment Program (LEAP).

Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052001	Abita Springs Elementary School												
	Language Arts	97	71	99	89	99	83	100	80	99	104	99	86
	Mathematics	94	71	99	88	98	83	96	79	99	104	97	86
052003	Abney, W.L., Elementary School												
	Language Arts	96	107	93	133	98	111	93	125	92	128	95	133
	Mathematics	97	107	91	129	94	112	93	125	92	124	91	132
052004	Alton Elementary School												
	Language Arts	94	35	97	33	97	36	90	31	86	36	100	32
	Mathematics	86	35	82	33	92	36	94	33	94	36	91	32
052006	Bonne Ecole Elementary School												
	Language Arts	100	94	100	122	100	112	99	121	98	114	98	98
	Mathematics	99	94	97	122	99	112	96	121	98	114	97	98
052008	Brock, Glynn H., Elementary School												
	Language Arts	95	43	100	43	97	31	97	38	98	41	94	50
	Mathematics	100	43	100	43	94	31	89	38	85	41	94	50
052010	Chahta-Ima Elementary School												
	Language Arts	95	73	95	73	92	72	93	81	95	64	90	77
	Mathematics	99	70	92	73	92	71	90	80	91	64	82	77
052012	Covington Elementary School												
	Language Arts	98	129	99	104	98	106	93	138	95	115	99	88
	Mathematics	95	129	97	104	97	105	91	137	93	115	92	87
052016	Fifth Ward Junior High School												
	Language Arts	100	34	100	39	97	30	100	43	100	39	98	43
	Mathematics	97	34	100	39	100	30	100	43	97	39	100	43
052017	Florida Avenue Elementary School												
	Language Arts	96	50	98	44	100	66	90	61	91	91	90	61
	Mathematics	88	50	93	44	97	65	87	60	87	91	77	61
052018	Folsom Elementary School												
	Language Arts	92	65	94	62	90	73	92	64	89	74	95	65
	Mathematics	88	65	92	62	92	73	89	63	91	74	91	65
052020	Lee Road Junior High School												
	Language Arts	95	56	98	52	100	54	100	82	91	75	96	74
	Mathematics	95	56	98	51	98	53	96	82	95	75	95	73

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052021	Little Oak Middle School												
	Language Arts	98	298	99	314	~	~	~	~	~	~	~	~
	Mathematics	96	294	98	312	~	~	~	~	~	~	~	~
052022	Lyon, E.E., Elementary School												
	Language Arts	94	94	96	101	96	78	96	112	96	113	91	118
	Mathematics	91	95	90	101	92	78	89	111	94	112	87	116
052023	Madisonville Elementary School												
	Language Arts	100	57	99	67	100	51	97	61	97	67	100	85
	Mathematics	100	57	99	67	100	51	97	61	95	66	95	85
052025	Mandeville Elementary School												
	Language Arts	99	244	100	225	99	168	99	183	99	204	100	194
	Mathematics	98	244	99	224	99	168	97	183	98	204	98	192
052036	Sixth Ward Junior High School												
	Language Arts	94	47	100	39	100	43	92	49	100	41	81	42
	Mathematics	85	46	92	39	100	42	94	49	100	41	76	42
052040	Bayou Woods Elementary School												
	Language Arts	98	187	99	203	97	184	96	193	96	210	97	214
	Mathematics	96	189	98	203	94	181	92	193	92	210	94	214
052044	Riverside Elementary School												
	Language Arts	95	73	97	94	97	70	97	95	96	70	98	89
	Mathematics	96	74	99	93	99	71	87	94	94	68	96	89
052045	Woodlake Elementary School												
	Language Arts	99	180	98	239	99	154	94	169	99	219	99	209
	Mathematics	97	179	97	237	100	150	94	167	94	218	97	210
052047	Honey Island Elementary School												
	Language Arts	~	~	~	~	99	283	97	309	97	293	96	340
	Mathematics	~	~	~	~	99	282	95	303	97	294	96	339
052048	Whispering Forest Elementary School												
	Language Arts	99	118	99	101	100	105	98	121	97	102	97	113
	Mathematics	99	117	98	100	100	104	99	121	96	103	97	112
052050	Pontchartrain Elementary												
	Language Arts	~	~	~	~	99	187	99	187	100	237	99	209
	Mathematics	~	~	~	~	99	185	99	186	99	236	98	208

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8a: Criterion-referenced Test (LEAP) Results - Grade 3
Percent of Students Passing and Number of Students Tested

	1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District												
Language Arts	97	2,055	98	2,177	98	2,097	96	2,345	96	2,450	97	2,422
Mathematics	96	2,049	96	2,164	97	2,083	94	2,332	95	2,442	94	2,413
State												
Language Arts	91	56,847	91	57,518	90	55,985	90	58,218	91	56,926	90	56,711
Mathematics	90	56,593	91	57,278	90	55,728	89	58,034	91	56,792	88	56,534

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052002	Abita Springs Middle School												
	Language Arts	93	54	92	66	91	81	95	93	91	99	94	98
	Mathematics	78	51	85	66	85	80	84	92	92	99	95	98
052003	Abney, W.L., Elementary School												
	Language Arts	98	122	95	119	97	125	93	130	94	104	90	135
	Mathematics	94	121	92	120	96	125	91	129	93	104	90	135
052004	Alton Elementary School												
	Language Arts	90	30	94	34	96	25	97	33	93	44	79	39
	Mathematics	93	29	94	34	100	25	74	34	86	44	74	39
052005	Bayou Lacombe Middle School												
	Language Arts	100	53	99	80	98	60	90	71	98	59	96	73
	Mathematics	98	51	99	80	100	60	93	71	98	58	97	73
052006	Bonne Ecole Elementary School												
	Language Arts	99	111	99	111	98	99	97	143	98	114	97	115
	Mathematics	98	111	99	111	100	99	93	143	96	114	98	116
052008	Brock, Glynn H., Elementary School												
	Language Arts	87	38	86	49	100	34	97	38	92	39	91	34
	Mathematics	89	37	92	49	91	34	89	38	92	39	88	34
052009	Carolyn Park Middle School												
	Language Arts	92	196	92	191	97	192	94	203	91	204	90	209
	Mathematics	91	194	94	191	96	190	94	201	91	204	95	209
052011	Clearwood Junior High School												
	Language Arts	98	123	97	113	100	113	94	126	97	107	92	111
	Mathematics	98	121	98	114	99	113	94	125	96	107	94	111
052014	Schoen, C.J., Middle School												
	Language Arts	93	130	93	134	97	127	90	124	86	117	88	128
	Mathematics	90	127	89	133	91	127	86	122	83	117	87	128
052016	Fifth Ward Junior High School												
	Language Arts	98	43	100	40	97	39	100	42	98	40	96	49
	Mathematics	100	43	98	40	97	39	100	42	100	40	96	49
052017	Florida Avenue Elementary School												
	Language Arts	98	51	92	72	98	61	86	59	92	72	91	64
	Mathematics	96	51	79	72	87	61	88	59	92	72	78	64

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8b: Criterion-referenced Test (LEAP) Results - Grade 5
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052018	Folsom Elementary School												
	Language Arts	93	74	94	64	92	76	91	77	95	73	85	68
	Mathematics	88	73	94	64	84	76	88	75	96	73	88	68
052020	Lee Road Junior High School												
	Language Arts	95	60	96	56	98	57	91	74	94	69	94	79
	Mathematics	97	60	96	56	93	57	92	74	96	68	91	78
052021	Little Oak Middle School												
	Language Arts	98	316	97	298	99	293	97	329	96	309	94	344
	Mathematics	94	315	93	298	97	294	94	329	94	307	93	343
052024	Madisonville Junior High School												
	Language Arts	97	68	96	54	97	63	94	71	94	86	96	69
	Mathematics	96	68	94	54	90	63	92	71	86	86	91	69
052028	Mandeville Middle School												
	Language Arts	99	421	98	506	97	273	95	314	97	358	96	339
	Mathematics	97	430	97	506	96	274	92	313	94	358	94	338
052030	Pearl River Junior High School												
	Language Arts	96	68	93	68	94	62	88	94	85	92	89	87
	Mathematics	94	68	97	68	98	62	89	93	90	91	88	85
052031	Pine View Middle School												
	Language Arts	94	89	95	73	98	84	88	102	81	103	89	97
	Mathematics	92	87	86	73	95	83	85	101	82	103	95	97
052036	Sixth Ward Junior High School												
	Language Arts	92	51	95	44	95	40	98	60	95	60	80	55
	Mathematics	90	51	91	44	95	40	93	60	92	60	93	55
052051	Tchefuncte Middle School												
	Language Arts	~	~	~	~	98	248	96	266	97	271	98	244
	Mathematics	~	~	~	~	95	248	97	265	97	276	99	242
District													
	Language Arts	96	2,098	96	2,173	97	2,152	94	2,453	94	2,422	93	2,442
	Mathematics	94	2,088	94	2,174	95	2,150	92	2,441	93	2,422	93	2,436
State													
	Language Arts	90	55,817	90	54,975	90	53,644	87	59,292	87	57,617	85	55,793
	Mathematics	90	55,725	91	54,885	91	53,564	89	59,183	89	57,637	88	55,716

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052002	Abita Springs Middle School												
	Language Arts	88	84	93	80	82	72	82	85	~	~	~	~
	Mathematics	85	79	82	78	79	71	67	84	~	~	~	~
052005	Bayou Lacombe Middle School												
	Language Arts	93	57	93	72	85	55	89	88	~	~	~	~
	Mathematics	79	56	90	72	85	52	76	87	~	~	~	~
052007	Boyet Junior High School												
	Language Arts	96	294	98	286	98	346	95	344	96	356	95	354
	Mathematics	95	292	98	288	97	347	91	344	92	356	91	350
052011	Clearwood Junior High School												
	Language Arts	93	163	92	152	97	145	92	145	92	142	90	145
	Mathematics	93	163	95	151	96	143	92	144	92	141	89	145
052016	Fifth Ward Junior High School												
	Language Arts	95	43	95	39	98	50	96	53	98	52	98	57
	Mathematics	88	43	87	39	98	50	83	53	98	52	95	56
052019	Folsom Junior High School												
	Language Arts	93	57	97	63	92	75	83	72	93	83	85	85
	Mathematics	89	57	85	62	93	75	69	72	87	83	75	85
052020	Lee Road Junior High School												
	Language Arts	95	60	96	82	93	71	94	79	91	69	88	73
	Mathematics	100	59	83	82	92	71	80	79	88	69	82	73
052024	Madisonville Junior High School												
	Language Arts	96	55	91	57	93	80	88	65	96	76	93	70
	Mathematics	84	55	74	57	88	80	82	65	92	76	89	70
052027	Mandeville Junior High School												
	Language Arts	96	478	99	486	99	466	96	587	97	343	95	333
	Mathematics	97	478	97	485	98	465	95	587	97	342	97	333
052030	Pearl River Junior High School												
	Language Arts	91	75	90	69	85	79	88	100	82	100	85	110
	Mathematics	85	73	91	68	68	80	82	98	77	100	86	111
052032	Pitcher, William, Junior High School												
	Language Arts	91	209	90	210	92	212	86	248	89	212	85	179
	Mathematics	87	204	78	212	84	216	74	245	85	202	84	181

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8c: Criterion-referenced Test (LEAP) Results - Grade 7
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052033	St. Tammany Junior High School												
	Language Arts	85	171	93	149	91	160	85	184	91	193	93	167
	Mathematics	91	164	89	148	91	158	82	185	88	194	91	167
052036	Sixth Ward Junior High School												
	Language Arts	94	50	91	45	90	51	81	47	94	49	95	55
	Mathematics	74	50	87	45	78	51	72	46	98	49	91	54
052038	Slidell Junior High School												
	Language Arts	94	370	95	361	95	336	93	378	91	357	92	394
	Mathematics	91	370	91	361	95	332	88	377	85	357	91	395
052053	Fontainebleau Junior High School												
	Language Arts	~	~	~	~	~	~	~	~	90	483	88	511
	Mathematics	~	~	~	~	~	~	~	~	85	478	85	509
District													
	Language Arts	93	2,166	95	2,151	95	2,198	91	2,476	92	2,520	91	2,548
	Mathematics	91	2,143	91	2,148	92	2,191	86	2,467	89	2,504	89	2,542
State													
	Language Arts	88	55,206	89	54,345	88	53,799	87	57,198	86	56,041	85	57,215
	Mathematics	83	55,018	83	54,272	82	53,599	79	56,798	80	55,823	79	57,055

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052013	Covington High School												
	Language Arts	93	381	93	415	93	334	93	316	85	352	92	373
	Mathematics	86	386	78	421	86	329	84	323	83	355	85	374
	Written Composition	91	379	94	414	98	324	99	297	96	347	98	364
	Science	91	329	94	350	91	338	86	322	90	313	92	323
	Social Studies	87	325	90	358	96	342	96	312	92	308	92	316
052026	Mandeville High School												
	Language Arts	98	365	97	425	97	294	95	293	96	326	97	318
	Mathematics	97	360	93	417	95	287	96	291	94	325	90	312
	Written Composition	95	360	97	413	99	282	100	290	99	318	100	307
	Science	95	314	97	340	95	402	94	251	95	281	96	283
	Social Studies	97	319	96	345	97	414	95	263	97	284	96	295
052029	Pearl River High School												
	Language Arts	97	119	98	115	97	98	89	123	85	103	91	142
	Mathematics	89	120	88	113	80	99	67	126	80	103	69	140
	Written Composition	98	120	96	113	100	104	94	113	99	100	99	140
	Science	95	101	97	99	94	94	84	94	88	101	86	88
	Social Studies	94	100	89	98	94	94	82	95	86	106	89	89
052035	Salmen High School												
	Language Arts	95	146	91	190	93	208	89	201	90	174	93	180
	Mathematics	84	146	81	192	80	215	83	200	77	179	81	183
	Written Composition	92	141	94	189	99	207	96	188	99	167	99	176
	Science	85	142	86	134	91	181	80	197	84	179	85	158
	Social Studies	92	144	82	137	93	180	90	206	92	181	86	160
052037	Slidell High School												
	Language Arts	96	338	95	370	98	379	93	399	91	388	97	385
	Mathematics	92	340	90	372	94	376	87	401	82	392	85	382
	Written Composition	98	336	97	362	100	383	98	383	98	379	99	375
	Science	94	315	93	311	92	318	92	355	89	378	91	376
	Social Studies	97	318	91	310	96	320	95	354	94	379	96	373

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Table 8d: Graduate Exit Examination (GEE) Results
Percent of Students Passing and Number of Students Tested

		1992-93		1993-94		1994-95		1995-96¹		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052039	Northshore High School												
	Language Arts	98	242	97	249	96	265	96	285	96	284	97	338
	Mathematics	94	233	91	240	84	265	89	281	87	306	91	340
	Written Composition	96	239	99	249	98	261	99	268	97	255	99	338
	Science	98	165	98	219	95	221	91	242	95	268	96	277
	Social Studies	96	163	96	223	98	222	94	252	96	265	95	277
052052	Fontainebleau High School												
	Language Arts	~	~	~	~	93	240	91	276	92	321	94	357
	Mathematics	~	~	~	~	89	240	86	267	81	313	86	347
	Written Composition	~	~	~	~	97	240	99	247	98	313	99	343
	Science	~	~	~	~	~	~	89	195	91	258	94	291
	Social Studies	~	~	~	~	~	~	91	241	92	268	92	296
District													
	Language Arts	96	1,591	95	1,764	95	1,818	93	1,893	91	1,948	95	2,094
	Mathematics	91	1,585	87	1,755	88	1,811	86	1,889	84	1,973	86	2,079
	Written Composition	95	1,575	96	1,740	99	1,801	98	1,786	98	1,879	99	2,043
	Science	93	1,366	95	1,453	93	1,554	89	1,656	91	1,778	93	1,796
	Social Studies	94	1,369	92	1,471	96	1,572	93	1,723	93	1,791	93	1,806
State													
	Language Arts	91	41,775	89	41,673	88	43,743	86	45,492	84	45,342	87	46,128
	Mathematics	83	41,697	79	41,603	80	43,654	77	45,381	77	45,307	76	46,004
	Written Composition	91	40,947	90	40,806	95	42,663	93	44,283	93	43,983	95	44,944
	Science	86	35,820	90	37,264	85	36,977	82	39,927	82	40,423	84	40,021
	Social Studies	90	35,778	90	37,230	90	36,998	90	39,989	88	40,407	88	39,891

¹ Effective with 1995-96, both regular and special education students are included in the calculations; hence, prior years' data are not comparable.

~ = Unavailable Data

Norm-referenced Test (NRT) Results

The Louisiana Educational Assessment Program (LEAP) utilizes norm-referenced tests (NRTs) for national student comparisons with Louisiana students. From 1988 to 1992, Louisiana's NRT was the *California Achievement Test (CAT)* Form F, and from 1993 to 1997, Louisiana's NRT was the CAT/5. In 1997, the Iowa Tests were adopted for first administration in the spring of 1998. At grades 4, 6, and 8, the *Iowa Tests of Basic Skills (ITBS)* were administered and at grades 9, 10, and 11, the *Iowa Tests of Educational Development (ITED)* were administered.

ITBS consists of thirteen tests in the subject areas of reading, language, mathematics, social studies, science, and sources of information. The Mathematics Computation test was administered only at grade 4; Mathematics Computation is not used to calculate the Math Total, Core Total, nor the Composite score. The *Iowa Tests of Basic Skills* Composite score is the average of the scores for Reading Total, Language Total, Mathematics Total, Social Studies, Science, and Sources of Information Total. The NRT data tables for grades 4, 6, and 8 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

ITED consists of seven tests: Vocabulary, Correctness and Appropriateness of Expression, Ability to Do Quantitative Thinking, Ability to Interpret Literacy Materials, Analysis of Social Studies Materials, Analysis of Science Materials, and Use of Sources of Information. The *Iowa Tests of Educational Development* Composite score is the average of the scores for the seven tests. The NRT data tables for grades 9, 10, and 11 in the *School Report Cards* and *District Composite Reports* are based on the Composite percentile rank of the average standard score.

These test are administered to all students with the exception of special education students whose educational program is Alternative to Regular Placement (ARP). Scores are reported for all students not requiring accommodations to the standardization administration procedures.

Organization

Tables 9a to 9f present 1997-98 NRT results for grades 4, 6, 8, 9, 10, and 11, respectively. Test results are presented for all schools in the district receiving a *School Report Card*, with schools listed in site code order. District, state, and national results are presented for comparison purposes.

Data are grouped as follows:

- *Quartile 4*--the percent of students who scored in the top 25% of students in the national norm group. If 32 of 100 students scored this high, Quartile 4 would read 32 percent.
- *Quartile 3*--the percent of students who scored between the 50th and the 74th national percentiles.
- *Quartile 2*-- the percent of students who scored between the 25th and 49th national percentiles.
- *Quartile 1*--the percent of students who scored between the 1st and 24th national percentiles.
- *Percentile Rank of the Average Standard Score for the National Student Norms*-- percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

Data Presentation: *School Report Card*

The 1997-98 *School Report Cards* present percentile rank of the average standard score for the national student norms at the school, district, and state levels.

Definition

Norm-referenced tests (NRTs)-- These tests produce scores that tell how schools/individuals perform in comparison with other schools/individuals; LEAP NRT results (as reported by the *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

Data Source

The NRT indicator is based on student-level data provided to the Louisiana Department of Education by Riverside Publishing, test contractor for The Iowa Tests.

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
052002	Abita Springs Middle School						
	Fourth Quartile	~	~	~	~	~	16.5
	Third Quartile	~	~	~	~	~	27.8
	Second Quartile	~	~	~	~	~	40.5
	First Quartile	~	~	~	~	~	15.2
	Percentile Rank	~	~	~	~	~	50.0
052003	Abney, W.L., Elementary School						
	Fourth Quartile	~	~	~	~	~	22.2
	Third Quartile	~	~	~	~	~	31.5
	Second Quartile	~	~	~	~	~	38.0
	First Quartile	~	~	~	~	~	8.3
	Percentile Rank	~	~	~	~	~	56.0
052004	Alton Elementary School						
	Fourth Quartile	~	~	~	~	~	8.7
	Third Quartile	~	~	~	~	~	17.4
	Second Quartile	~	~	~	~	~	26.1
	First Quartile	~	~	~	~	~	47.8
	Percentile Rank	~	~	~	~	~	31.0
052005	Bayou Lacombe Middle School						
	Fourth Quartile	~	~	~	~	~	9.8
	Third Quartile	~	~	~	~	~	37.3
	Second Quartile	~	~	~	~	~	37.3
	First Quartile	~	~	~	~	~	15.7
	Percentile Rank	~	~	~	~	~	46.0
052006	Bonne Ecole Elementary School						
	Fourth Quartile	~	~	~	~	~	41.6
	Third Quartile	~	~	~	~	~	41.6
	Second Quartile	~	~	~	~	~	15.8
	First Quartile	~	~	~	~	~	1.0
	Percentile Rank	~	~	~	~	~	74.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
052008	Brock, Glynn H., Elementary School						
	Fourth Quartile	~	~	~	~	~	0.0
	Third Quartile	~	~	~	~	~	21.4
	Second Quartile	~	~	~	~	~	39.3
	First Quartile	~	~	~	~	~	39.3
	Percentile Rank	~	~	~	~	~	35.0
052009	Carolyn Park Middle School						
	Fourth Quartile	~	~	~	~	~	23.6
	Third Quartile	~	~	~	~	~	30.9
	Second Quartile	~	~	~	~	~	29.8
	First Quartile	~	~	~	~	~	15.7
	Percentile Rank	~	~	~	~	~	54.0
052011	Clearwood Junior High School						
	Fourth Quartile	~	~	~	~	~	36.2
	Third Quartile	~	~	~	~	~	34.0
	Second Quartile	~	~	~	~	~	19.1
	First Quartile	~	~	~	~	~	10.6
	Percentile Rank	~	~	~	~	~	63.0
052014	Schoen, C.J., Middle School						
	Fourth Quartile	~	~	~	~	~	20.9
	Third Quartile	~	~	~	~	~	29.1
	Second Quartile	~	~	~	~	~	37.2
	First Quartile	~	~	~	~	~	12.8
	Percentile Rank	~	~	~	~	~	56.0
052016	Fifth Ward Junior High School						
	Fourth Quartile	~	~	~	~	~	12.1
	Third Quartile	~	~	~	~	~	48.5
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	6.1
	Percentile Rank	~	~	~	~	~	56.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
052017	Florida Avenue Elementary School						
	Fourth Quartile	~	~	~	~	~	25.7
	Third Quartile	~	~	~	~	~	40.0
	Second Quartile	~	~	~	~	~	24.3
	First Quartile	~	~	~	~	~	10.0
	Percentile Rank	~	~	~	~	~	62.0
052018	Folsom Elementary School						
	Fourth Quartile	~	~	~	~	~	15.9
	Third Quartile	~	~	~	~	~	34.8
	Second Quartile	~	~	~	~	~	39.1
	First Quartile	~	~	~	~	~	10.1
	Percentile Rank	~	~	~	~	~	51.0
052020	Lee Road Junior High School						
	Fourth Quartile	~	~	~	~	~	23.2
	Third Quartile	~	~	~	~	~	37.7
	Second Quartile	~	~	~	~	~	29.0
	First Quartile	~	~	~	~	~	10.1
	Percentile Rank	~	~	~	~	~	57.0
052021	Little Oak Middle School						
	Fourth Quartile	~	~	~	~	~	49.0
	Third Quartile	~	~	~	~	~	29.9
	Second Quartile	~	~	~	~	~	15.7
	First Quartile	~	~	~	~	~	5.4
	Percentile Rank	~	~	~	~	~	72.0
052024	Madisonville Junior High School						
	Fourth Quartile	~	~	~	~	~	18.0
	Third Quartile	~	~	~	~	~	37.7
	Second Quartile	~	~	~	~	~	29.5
	First Quartile	~	~	~	~	~	14.8
	Percentile Rank	~	~	~	~	~	54.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
052028	Mandeville Middle School						
	Fourth Quartile	~	~	~	~	~	43.1
	Third Quartile	~	~	~	~	~	34.3
	Second Quartile	~	~	~	~	~	20.3
	First Quartile	~	~	~	~	~	2.3
	Percentile Rank	~	~	~	~	~	70.0
052030	Pearl River Junior High School						
	Fourth Quartile	~	~	~	~	~	26.1
	Third Quartile	~	~	~	~	~	26.1
	Second Quartile	~	~	~	~	~	39.1
	First Quartile	~	~	~	~	~	8.7
	Percentile Rank	~	~	~	~	~	57.0
052031	Pine View Middle School						
	Fourth Quartile	~	~	~	~	~	39.5
	Third Quartile	~	~	~	~	~	21.1
	Second Quartile	~	~	~	~	~	28.9
	First Quartile	~	~	~	~	~	10.5
	Percentile Rank	~	~	~	~	~	64.0
052036	Sixth Ward Junior High School						
	Fourth Quartile	~	~	~	~	~	9.4
	Third Quartile	~	~	~	~	~	31.3
	Second Quartile	~	~	~	~	~	31.3
	First Quartile	~	~	~	~	~	28.1
	Percentile Rank	~	~	~	~	~	44.0
052051	Tchefuncte Middle School						
	Fourth Quartile	~	~	~	~	~	61.0
	Third Quartile	~	~	~	~	~	25.5
	Second Quartile	~	~	~	~	~	11.3
	First Quartile	~	~	~	~	~	2.2
	Percentile Rank	~	~	~	~	~	78.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9a: Norm-referenced Test (NRT) Results - Grade 4

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District							
	Fourth Quartile	~	~	~	~	~	34.3
	Third Quartile	~	~	~	~	~	31.8
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	9.0
	Percentile Rank	~	~	~	~	~	64.0
State							
	Fourth Quartile	~	~	~	~	~	15.2
	Third Quartile	~	~	~	~	~	22.2
	Second Quartile	~	~	~	~	~	31.8
	First Quartile	~	~	~	~	~	30.8
	Percentile Rank	~	~	~	~	~	42.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
052002	Abita Springs Middle School						
	Fourth Quartile	~	~	~	~	~	24.7
	Third Quartile	~	~	~	~	~	33.8
	Second Quartile	~	~	~	~	~	22.1
	First Quartile	~	~	~	~	~	19.5
	Percentile Rank	~	~	~	~	~	57.0
052004	Alton Elementary School						
	Fourth Quartile	~	~	~	~	~	26.7
	Third Quartile	~	~	~	~	~	16.7
	Second Quartile	~	~	~	~	~	26.7
	First Quartile	~	~	~	~	~	30.0
	Percentile Rank	~	~	~	~	~	45.0
052005	Bayou Lacombe Middle School						
	Fourth Quartile	~	~	~	~	~	14.0
	Third Quartile	~	~	~	~	~	31.6
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	21.1
	Percentile Rank	~	~	~	~	~	47.0
052009	Carolyn Park Middle School						
	Fourth Quartile	~	~	~	~	~	21.8
	Third Quartile	~	~	~	~	~	34.6
	Second Quartile	~	~	~	~	~	30.8
	First Quartile	~	~	~	~	~	12.8
	Percentile Rank	~	~	~	~	~	57.0
052011	Clearwood Junior High School						
	Fourth Quartile	~	~	~	~	~	45.5
	Third Quartile	~	~	~	~	~	32.7
	Second Quartile	~	~	~	~	~	18.8
	First Quartile	~	~	~	~	~	3.0
	Percentile Rank	~	~	~	~	~	72.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
052014	Schoen, C.J., Middle School						
	Fourth Quartile	~	~	~	~	~	20.5
	Third Quartile	~	~	~	~	~	30.1
	Second Quartile	~	~	~	~	~	32.9
	First Quartile	~	~	~	~	~	16.4
	Percentile Rank	~	~	~	~	~	54.0
052016	Fifth Ward Junior High School						
	Fourth Quartile	~	~	~	~	~	24.4
	Third Quartile	~	~	~	~	~	40.0
	Second Quartile	~	~	~	~	~	24.4
	First Quartile	~	~	~	~	~	11.1
	Percentile Rank	~	~	~	~	~	60.0
052019	Folsom Junior High School						
	Fourth Quartile	~	~	~	~	~	18.2
	Third Quartile	~	~	~	~	~	32.7
	Second Quartile	~	~	~	~	~	29.1
	First Quartile	~	~	~	~	~	20.0
	Percentile Rank	~	~	~	~	~	52.0
052020	Lee Road Junior High School						
	Fourth Quartile	~	~	~	~	~	23.9
	Third Quartile	~	~	~	~	~	34.3
	Second Quartile	~	~	~	~	~	29.9
	First Quartile	~	~	~	~	~	11.9
	Percentile Rank	~	~	~	~	~	57.0
052021	Little Oak Middle School						
	Fourth Quartile	~	~	~	~	~	40.4
	Third Quartile	~	~	~	~	~	36.8
	Second Quartile	~	~	~	~	~	16.1
	First Quartile	~	~	~	~	~	6.7
	Percentile Rank	~	~	~	~	~	70.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
052024	Madisonville Junior High School						
	Fourth Quartile	~	~	~	~	~	27.6
	Third Quartile	~	~	~	~	~	32.9
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	14.5
	Percentile Rank	~	~	~	~	~	60.0
052028	Mandeville Middle School						
	Fourth Quartile	~	~	~	~	~	49.1
	Third Quartile	~	~	~	~	~	33.7
	Second Quartile	~	~	~	~	~	15.4
	First Quartile	~	~	~	~	~	1.8
	Percentile Rank	~	~	~	~	~	73.0
052030	Pearl River Junior High School						
	Fourth Quartile	~	~	~	~	~	16.5
	Third Quartile	~	~	~	~	~	34.2
	Second Quartile	~	~	~	~	~	24.1
	First Quartile	~	~	~	~	~	25.3
	Percentile Rank	~	~	~	~	~	50.0
052031	Pine View Middle School						
	Fourth Quartile	~	~	~	~	~	38.2
	Third Quartile	~	~	~	~	~	45.6
	Second Quartile	~	~	~	~	~	10.3
	First Quartile	~	~	~	~	~	5.9
	Percentile Rank	~	~	~	~	~	68.0
052033	St. Tammany Junior High School						
	Fourth Quartile	~	~	~	~	~	9.8
	Third Quartile	~	~	~	~	~	32.5
	Second Quartile	~	~	~	~	~	30.9
	First Quartile	~	~	~	~	~	26.8
	Percentile Rank	~	~	~	~	~	43.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
052036	Sixth Ward Junior High School						
	Fourth Quartile	~	~	~	~	~	22.0
	Third Quartile	~	~	~	~	~	29.3
	Second Quartile	~	~	~	~	~	22.0
	First Quartile	~	~	~	~	~	26.8
	Percentile Rank	~	~	~	~	~	49.0
052038	Slidell Junior High School						
	Fourth Quartile	~	~	~	~	~	29.9
	Third Quartile	~	~	~	~	~	40.9
	Second Quartile	~	~	~	~	~	24.0
	First Quartile	~	~	~	~	~	5.2
	Percentile Rank	~	~	~	~	~	64.0
052051	Tchefuncte Middle School						
	Fourth Quartile	~	~	~	~	~	60.9
	Third Quartile	~	~	~	~	~	30.3
	Second Quartile	~	~	~	~	~	7.6
	First Quartile	~	~	~	~	~	1.3
	Percentile Rank	~	~	~	~	~	77.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9b: Norm-referenced Test (NRT) Results - Grade 6

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District	Fourth Quartile	~	~	~	~	~	34.8
	Third Quartile	~	~	~	~	~	34.2
	Second Quartile	~	~	~	~	~	20.7
	First Quartile	~	~	~	~	~	10.3
	Percentile Rank	~	~	~	~	~	64.0
State	Fourth Quartile	~	~	~	~	~	16.5
	Third Quartile	~	~	~	~	~	23.6
	Second Quartile	~	~	~	~	~	29.6
	First Quartile	~	~	~	~	~	30.3
	Percentile Rank	~	~	~	~	~	44.0
Nation	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
052007	Boyett Junior High School						
	Fourth Quartile	~	~	~	~	~	39.7
	Third Quartile	~	~	~	~	~	36.0
	Second Quartile	~	~	~	~	~	19.9
	First Quartile	~	~	~	~	~	4.4
	Percentile Rank	~	~	~	~	~	68.0
052011	Clearwood Junior High School						
	Fourth Quartile	~	~	~	~	~	33.0
	Third Quartile	~	~	~	~	~	30.2
	Second Quartile	~	~	~	~	~	26.4
	First Quartile	~	~	~	~	~	10.4
	Percentile Rank	~	~	~	~	~	61.0
052016	Fifth Ward Junior High School						
	Fourth Quartile	~	~	~	~	~	21.2
	Third Quartile	~	~	~	~	~	42.4
	Second Quartile	~	~	~	~	~	27.3
	First Quartile	~	~	~	~	~	9.1
	Percentile Rank	~	~	~	~	~	58.0
052019	Folsom Junior High School						
	Fourth Quartile	~	~	~	~	~	17.3
	Third Quartile	~	~	~	~	~	32.0
	Second Quartile	~	~	~	~	~	26.7
	First Quartile	~	~	~	~	~	24.0
	Percentile Rank	~	~	~	~	~	48.0
052020	Lee Road Junior High School						
	Fourth Quartile	~	~	~	~	~	22.4
	Third Quartile	~	~	~	~	~	32.8
	Second Quartile	~	~	~	~	~	22.4
	First Quartile	~	~	~	~	~	22.4
	Percentile Rank	~	~	~	~	~	51.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
052024	Madisonville Junior High School						
	Fourth Quartile	~	~	~	~	~	18.8
	Third Quartile	~	~	~	~	~	34.8
	Second Quartile	~	~	~	~	~	30.4
	First Quartile	~	~	~	~	~	15.9
	Percentile Rank	~	~	~	~	~	53.0
052027	Mandeville Junior High School						
	Fourth Quartile	~	~	~	~	~	49.5
	Third Quartile	~	~	~	~	~	33.2
	Second Quartile	~	~	~	~	~	14.1
	First Quartile	~	~	~	~	~	3.2
	Percentile Rank	~	~	~	~	~	74.0
052030	Pearl River Junior High School						
	Fourth Quartile	~	~	~	~	~	10.6
	Third Quartile	~	~	~	~	~	27.3
	Second Quartile	~	~	~	~	~	33.3
	First Quartile	~	~	~	~	~	28.8
	Percentile Rank	~	~	~	~	~	43.0
052032	Pitcher, William, Junior High School						
	Fourth Quartile	~	~	~	~	~	30.2
	Third Quartile	~	~	~	~	~	34.0
	Second Quartile	~	~	~	~	~	22.8
	First Quartile	~	~	~	~	~	13.0
	Percentile Rank	~	~	~	~	~	60.0
052033	St. Tammany Junior High School						
	Fourth Quartile	~	~	~	~	~	11.5
	Third Quartile	~	~	~	~	~	25.2
	Second Quartile	~	~	~	~	~	37.4
	First Quartile	~	~	~	~	~	26.0
	Percentile Rank	~	~	~	~	~	43.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
052036	Sixth Ward Junior High School						
	Fourth Quartile	~	~	~	~	~	13.5
	Third Quartile	~	~	~	~	~	18.9
	Second Quartile	~	~	~	~	~	43.2
	First Quartile	~	~	~	~	~	24.3
	Percentile Rank	~	~	~	~	~	45.0
052038	Slidell Junior High School						
	Fourth Quartile	~	~	~	~	~	30.1
	Third Quartile	~	~	~	~	~	36.8
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	8.1
	Percentile Rank	~	~	~	~	~	62.0
052053	Fontainebleau Junior High School						
	Fourth Quartile	~	~	~	~	~	35.5
	Third Quartile	~	~	~	~	~	31.2
	Second Quartile	~	~	~	~	~	21.5
	First Quartile	~	~	~	~	~	11.8
	Percentile Rank	~	~	~	~	~	61.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9c: Norm-referenced Test (NRT) Results - Grade 8

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
District	Fourth Quartile	~	~	~	~	~	31.8
	Third Quartile	~	~	~	~	~	32.6
	Second Quartile	~	~	~	~	~	23.8
	First Quartile	~	~	~	~	~	11.8
	Percentile Rank	~	~	~	~	~	61.0
State	Fourth Quartile	~	~	~	~	~	15.3
	Third Quartile	~	~	~	~	~	24.7
	Second Quartile	~	~	~	~	~	30.5
	First Quartile	~	~	~	~	~	29.5
	Percentile Rank	~	~	~	~	~	44.0
Nation	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9d: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
052013	Covington High School						
	Fourth Quartile	~	~	~	~	~	23.3
	Third Quartile	~	~	~	~	~	25.3
	Second Quartile	~	~	~	~	~	25.3
	First Quartile	~	~	~	~	~	26.0
	Percentile Rank	~	~	~	~	~	49.0
052026	Mandeville High School						
	Fourth Quartile	~	~	~	~	~	44.3
	Third Quartile	~	~	~	~	~	32.2
	Second Quartile	~	~	~	~	~	16.0
	First Quartile	~	~	~	~	~	7.5
	Percentile Rank	~	~	~	~	~	70.0
052029	Pearl River High School						
	Fourth Quartile	~	~	~	~	~	19.8
	Third Quartile	~	~	~	~	~	30.7
	Second Quartile	~	~	~	~	~	25.7
	First Quartile	~	~	~	~	~	23.8
	Percentile Rank	~	~	~	~	~	50.0
052035	Salmen High School						
	Fourth Quartile	~	~	~	~	~	18.2
	Third Quartile	~	~	~	~	~	21.6
	Second Quartile	~	~	~	~	~	28.4
	First Quartile	~	~	~	~	~	31.8
	Percentile Rank	~	~	~	~	~	44.0
052037	Slidell High School						
	Fourth Quartile	~	~	~	~	~	27.9
	Third Quartile	~	~	~	~	~	32.8
	Second Quartile	~	~	~	~	~	26.6
	First Quartile	~	~	~	~	~	12.7
	Percentile Rank	~	~	~	~	~	59.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9d: Norm-referenced Test (NRT) Results - Grade 9

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
052039	Northshore High School						
	Fourth Quartile	~	~	~	~	~	36.5
	Third Quartile	~	~	~	~	~	31.3
	Second Quartile	~	~	~	~	~	20.6
	First Quartile	~	~	~	~	~	11.6
	Percentile Rank	~	~	~	~	~	64.0
052052	Fontainebleau High School						
	Fourth Quartile	~	~	~	~	~	36.8
	Third Quartile	~	~	~	~	~	28.8
	Second Quartile	~	~	~	~	~	19.3
	First Quartile	~	~	~	~	~	15.1
	Percentile Rank	~	~	~	~	~	61.0
District							
	Fourth Quartile	~	~	~	~	~	31.6
	Third Quartile	~	~	~	~	~	29.4
	Second Quartile	~	~	~	~	~	22.5
	First Quartile	~	~	~	~	~	16.4
	Percentile Rank	~	~	~	~	~	59.0
State							
	Fourth Quartile	~	~	~	~	~	16.4
	Third Quartile	~	~	~	~	~	24.1
	Second Quartile	~	~	~	~	~	28.9
	First Quartile	~	~	~	~	~	30.7
	Percentile Rank	~	~	~	~	~	43.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9e: Norm-referenced Test (NRT) Results - Grade 10

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
052013	Covington High School						
	Fourth Quartile	~	~	~	~	~	32.0
	Third Quartile	~	~	~	~	~	24.9
	Second Quartile	~	~	~	~	~	25.7
	First Quartile	~	~	~	~	~	17.5
	Percentile Rank	~	~	~	~	~	57.0
052026	Mandeville High School						
	Fourth Quartile	~	~	~	~	~	40.7
	Third Quartile	~	~	~	~	~	32.0
	Second Quartile	~	~	~	~	~	19.4
	First Quartile	~	~	~	~	~	7.9
	Percentile Rank	~	~	~	~	~	68.0
052029	Pearl River High School						
	Fourth Quartile	~	~	~	~	~	21.3
	Third Quartile	~	~	~	~	~	21.3
	Second Quartile	~	~	~	~	~	40.4
	First Quartile	~	~	~	~	~	16.9
	Percentile Rank	~	~	~	~	~	51.0
052035	Salmen High School						
	Fourth Quartile	~	~	~	~	~	23.6
	Third Quartile	~	~	~	~	~	29.2
	Second Quartile	~	~	~	~	~	24.3
	First Quartile	~	~	~	~	~	22.9
	Percentile Rank	~	~	~	~	~	51.0
052037	Slidell High School						
	Fourth Quartile	~	~	~	~	~	36.5
	Third Quartile	~	~	~	~	~	31.9
	Second Quartile	~	~	~	~	~	20.6
	First Quartile	~	~	~	~	~	11.0
	Percentile Rank	~	~	~	~	~	63.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9e: Norm-referenced Test (NRT) Results - Grade 10

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
052039	Northshore High School						
	Fourth Quartile	~	~	~	~	~	46.1
	Third Quartile	~	~	~	~	~	32.2
	Second Quartile	~	~	~	~	~	16.8
	First Quartile	~	~	~	~	~	4.9
	Percentile Rank	~	~	~	~	~	71.0
052052	Fontainebleau High School						
	Fourth Quartile	~	~	~	~	~	33.8
	Third Quartile	~	~	~	~	~	33.5
	Second Quartile	~	~	~	~	~	20.9
	First Quartile	~	~	~	~	~	11.8
	Percentile Rank	~	~	~	~	~	62.0
District							
	Fourth Quartile	~	~	~	~	~	35.7
	Third Quartile	~	~	~	~	~	30.4
	Second Quartile	~	~	~	~	~	21.9
	First Quartile	~	~	~	~	~	11.9
	Percentile Rank	~	~	~	~	~	62.0
State							
	Fourth Quartile	~	~	~	~	~	17.0
	Third Quartile	~	~	~	~	~	24.2
	Second Quartile	~	~	~	~	~	28.6
	First Quartile	~	~	~	~	~	30.3
	Percentile Rank	~	~	~	~	~	44.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9f: Norm-referenced Test (NRT) Results - Grade 11

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
052013	Covington High School						
	Fourth Quartile	~	~	~	~	~	29.3
	Third Quartile	~	~	~	~	~	36.6
	Second Quartile	~	~	~	~	~	20.4
	First Quartile	~	~	~	~	~	13.6
	Percentile Rank	~	~	~	~	~	59.0
052026	Mandeville High School						
	Fourth Quartile	~	~	~	~	~	56.0
	Third Quartile	~	~	~	~	~	25.7
	Second Quartile	~	~	~	~	~	14.9
	First Quartile	~	~	~	~	~	3.4
	Percentile Rank	~	~	~	~	~	76.0
052029	Pearl River High School						
	Fourth Quartile	~	~	~	~	~	26.9
	Third Quartile	~	~	~	~	~	23.9
	Second Quartile	~	~	~	~	~	31.3
	First Quartile	~	~	~	~	~	17.9
	Percentile Rank	~	~	~	~	~	53.0
052035	Salmen High School						
	Fourth Quartile	~	~	~	~	~	26.2
	Third Quartile	~	~	~	~	~	20.5
	Second Quartile	~	~	~	~	~	25.4
	First Quartile	~	~	~	~	~	27.9
	Percentile Rank	~	~	~	~	~	50.0
052037	Slidell High School						
	Fourth Quartile	~	~	~	~	~	38.7
	Third Quartile	~	~	~	~	~	30.9
	Second Quartile	~	~	~	~	~	23.4
	First Quartile	~	~	~	~	~	7.0
	Percentile Rank	~	~	~	~	~	65.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Table 9f: Norm-referenced Test (NRT) Results - Grade 11

Percentile Rank of Average Standard Score for National Student Norms - The Iowa Tests

		1992-93	1993-94	1994-95	1995-96	1996-97	1997-98 ¹
052039	Northshore High School						
	Fourth Quartile	~	~	~	~	~	42.0
	Third Quartile	~	~	~	~	~	36.7
	Second Quartile	~	~	~	~	~	14.6
	First Quartile	~	~	~	~	~	6.6
	Percentile Rank	~	~	~	~	~	69.0
052052	Fontainebleau High School						
	Fourth Quartile	~	~	~	~	~	39.9
	Third Quartile	~	~	~	~	~	29.5
	Second Quartile	~	~	~	~	~	20.5
	First Quartile	~	~	~	~	~	10.1
	Percentile Rank	~	~	~	~	~	64.0
District							
	Fourth Quartile	~	~	~	~	~	38.7
	Third Quartile	~	~	~	~	~	30.4
	Second Quartile	~	~	~	~	~	20.3
	First Quartile	~	~	~	~	~	10.6
	Percentile Rank	~	~	~	~	~	64.0
State							
	Fourth Quartile	~	~	~	~	~	19.6
	Third Quartile	~	~	~	~	~	22.8
	Second Quartile	~	~	~	~	~	29.5
	First Quartile	~	~	~	~	~	28.1
	Percentile Rank	~	~	~	~	~	45.0
Nation							
	Fourth Quartile	~	~	~	~	~	25.0
	Third Quartile	~	~	~	~	~	25.0
	Second Quartile	~	~	~	~	~	25.0
	First Quartile	~	~	~	~	~	25.0
	Percentile Rank	~	~	~	~	~	50.0

¹ In 1997-98, the state NRT changed from the CAT/5 to The Iowa Tests; hence, prior years' data are not presented.

~ = Unavailable Data

Part 5. College Readiness

American College Test (ACT) Results	5-1
First-Time Freshmen Performance	5-3

American College Test (ACT) Results

Scores on the American College Test (ACT) are widely used as an indicator of student preparedness for college. Most Louisiana public colleges and universities require that entering students take the ACT for admissions or placement purposes.

Organization

Table 10, American College Test (ACT) Results, presents average composite scores for graduating seniors for each school in the district receiving a *School Report Card*. Schools are shown in school site code order. Comparison data are presented for the district (public schools only), the state (public and nonpublic schools combined), and the nation (public and nonpublic schools combined).

The ACT results shown include test scores for 1) twelfth graders who took the test in the current year and 2) twelfth graders who took the test as eleventh graders and elected not to retake it as seniors. If a student took the test in both the eleventh and twelfth grades, only the twelfth grade score has been included.

Data Presentation: *School Report Card*

A college readiness indicator that includes ACT information is presented on the *1997-98 School Report Cards* of those schools that have a twelfth grade. The *School Report Cards* present 1997-98 average ACT composite scores at the school, district, state, and national levels.

Method of Calculation

The ACT composite score is an average score based on the scores for the four ACT assessment tests (English, mathematics, reading, and science reasoning). The composite score, which ranges from 1 to 36, is a measure of the student's general educational development across these four subject areas.

Data Source

The ACT indicator is based on student-level data supplied to the LDE by the testing contractor, American College Testing.

References

Franklin, B.J., and Crone, L.J., (1993, April). *Louisiana Progress Profiles*. Paper presented at the annual meeting of the American Educational Research Association, Atlanta, Ga.

LDE researchers have found the ACT performance of Louisiana students correlates highly with their performance on LEAP (CRT and NRT) tests. Further, those districts with the highest percentage of students taking the ACT have the highest ACT scores. This finding tends to dispute a widely-held assumption that the higher the percentage of students taking the ACT, the lower the average score (Franklin and Crone, 1993).

Table 10: American College Test (ACT) Results
Average Composite Scores

	1992-93	1993-94	1994-95	1995-96	1996-97	1997-98
052013 Covington High School	19.9	19.4	19.9	19.9	19.8	20.9
052026 Mandeville High School	21.6	21.4	21.5	20.9	21.5	21.7
052029 Pearl River High School	19.5	19.6	20.0	19.2	19.4	19.5
052035 Salmen High School	18.9	19.4	18.8	19.1	19.4	19.8
052037 Slidell High School	21.1	20.6	20.4	20.7	20.7	21.5
052039 Northshore High School	21.3	21.6	21.4	21.7	22.0	22.8
052052 Fontainebleau High School	~	~	~	~	21.1	20.8
District (Public)	20.7	20.5	20.6	20.5	20.8	21.3
State (Public and Nonpublic)	19.5	19.4	19.4	19.4	19.4	19.5
Nation (Public and Nonpublic)	20.7	20.8	20.8	20.9	21.0	21.0

~ = Unavailable Data

First-Time Freshmen Performance

The number of freshmen who enroll in remedial courses during their first semester of college is one measure of the extent to which high school graduates are prepared for college.

Since 1987, the Louisiana Board of Regents has collected and reported information on the number of Louisiana high school graduates who enroll in Louisiana colleges and universities the following fall and enroll in remedial/developmental courses. The 1993 Legislature, believing that parents should have access to this information, enacted legislation mandating that this first-time college freshmen data be incorporated into the *Progress Profiles*.

Organization

Table 11, First-time College Freshmen Performance, presents the number and percent of students who 1) graduated from *Report Card* schools and 2) enrolled as first-time freshmen during the following fall semester at any of the state's two- and four-year public and private universities. The table also reports the number and percent of first-time college freshmen who were enrolled in at least one remedial course during their first regular semester of college study.

Data Presentation: *School Report Card*

The college readiness indicator that includes first-time college freshmen information is presented on the 1997-98 *School Report Cards* of schools that have a twelfth grade.

Note: The first-time college freshmen data reported on 1997-98 School Report Cards represent information on 1996-97 high school graduates.

Definitions

- *First-time college freshman*—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours of credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

Formula Used to Calculate First-time College Freshmen Percentages

$$\frac{\text{Percent of High School Graduates Who Were First-time College Freshmen}}{\text{Total Number of High School Graduates}} = \frac{\text{Number of First-time College Freshmen}}{\text{Total Number of High School Graduates}} \times 100$$

$$\frac{\text{Percent of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} = \frac{\text{Number of First-time College Freshmen Who Enrolled in a Remedial Course}}{\text{Total Number of First-time College Freshmen}} \times 100$$

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- *Graduate*—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.
 - *Remedial course*—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are enrolled part time or full time) but do not carry degree credit.

Method of Calculation

The two formulas used in calculating the first-time college freshmen indicator are presented on the preceding page. The percent of high school graduates who become first-time college freshmen is calculated for public school graduates who attend in-state public colleges and universities.

Data Sources

The first-time college freshmen indicator is based on data submitted to the LDE by Louisiana public and private universities to LDE in compliance with La. R.S. 17:3912 (since repealed).

Table 11
First-time College Freshmen Performance

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
052013	Covington High School												
	Number of High School Graduates ¹		300		273		317		311		308		~
	HS Graduates Who Were First-time College Freshmen	39.00	117	43.96	120	34.07	108	34.73	108	41.56	128	~	~
	First-time Freshmen Enrolled in College Remedial Courses	40.17	47	45.83	55	54.63	59	45.37	49	41.41	53	~	~
052026	Mandeville High School												
	Number of High School Graduates ¹		307		351		340		353		277		~
	HS Graduates Who Were First-time College Freshmen	41.04	126	48.72	171	46.18	157	40.51	143	67.51	187	~	~
	First-time Freshmen Enrolled in College Remedial Courses	37.30	47	42.11	72	39.49	62	30.07	43	41.18	77	~	~
052029	Pearl River High School												
	Number of High School Graduates ¹		93		70		103		85		103		~
	HS Graduates Who Were First-time College Freshmen	29.03	27	40.00	28	23.30	24	30.59	26	23.30	24	~	~
	First-time Freshmen Enrolled in College Remedial Courses	59.26	16	50.00	14	41.67	10	46.15	12	54.17	13	~	~
052030	Pearl River Junior High School												
	Number of High School Graduates ¹		~		~		152		~		~		~
	HS Graduates Who Were First-time College Freshmen	~	~	~	~	0.00	0	~	~	~	~	~	~
	First-time Freshmen Enrolled in College Remedial Courses	~	~	~	~	0.00	0	~	~	~	~	~	~
052035	Salmen High School												
	Number of High School Graduates ¹		135		145		152		136		208		~
	HS Graduates Who Were First-time College Freshmen	32.59	44	48.97	71	32.89	50	39.71	54	37.98	79	~	~
	First-time Freshmen Enrolled in College Remedial Courses	70.45	31	70.42	50	52.00	26	59.26	32	49.37	39	~	~
052037	Slidell High School												
	Number of High School Graduates ¹		324		276		330		318		310		~
	HS Graduates Who Were First-time College Freshmen	51.85	168	53.62	148	34.85	115	41.51	132	38.71	120	~	~
	First-time Freshmen Enrolled in College Remedial Courses	44.05	74	43.24	64	39.13	45	43.18	57	48.33	58	~	~
052039	Northshore High School												
	Number of High School Graduates ¹		179		178		153		211		236		~
	HS Graduates Who Were First-time College Freshmen	48.04	86	50.56	90	42.48	65	31.75	67	38.98	92	~	~
	First-time Freshmen Enrolled in College Remedial Courses	39.53	34	44.44	40	40.00	26	43.28	29	32.61	30	~	~

¹ Represents graduates from the previous school year.

~ = Unavailable data

Table 11
First-time College Freshmen Performance

		1992-93		1993-94		1994-95		1995-96		1996-97		1997-98	
		<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>	<i>Percent</i>	<i>Number</i>
District (Public)													
	Number of High School Graduates ¹		1,338		1,293		1,547		1,414		1,442		~
	HS Graduates Who Were First-time College Freshmen	42.45	568	48.57	628	33.55	519	37.48	530	43.68	630	~	~
	First-time Freshmen Enrolled in College Remedial Courses	43.84	249	46.97	295	43.93	228	41.89	222	42.85	270	~	~
State (Public)													
	Number of High School Graduates ¹		33,593		33,772		34,937		36,275		36,407		~
	HS Graduates Who Were First-time College Freshmen	38.66	12,986	44.15	14,912	40.30	14,079	40.27	14,608	37.62	13,697	~	~
	First-time Freshmen Enrolled in College Remedial Courses	53.70	6,973	55.00	8,201	47.77	6,726	48.64	7,106	49.93	6,839	~	~

¹ Represents graduates from the previous school year.

~ = Unavailable data

aggregate days attendance—the sum of the total number of days that students are *present* at the school site over the course of the school year.

aggregate days membership—the sum of the total number of days that students are *enrolled* (but not necessarily *present* at the school site) over the course of the school year.

class—a grouping of children under the primary supervision and instruction of an individual teacher for all or part of the instructional day, as reported for purposes of the *Annual School Report* (ASR) and identifiable by a specific ASR course code.

combination school category—any school whose grade structure falls within the K-12 range and is not described by any of the other school category definitions. These schools generally contain some grades in the K-6 range and grades in the 9-12 range. Examples would include grade configurations such as K-12, K-3, 9-12, 4-6, and 9-12.

criterion-referenced test (CRT)—tests that produce a score that tells how individuals/schools perform in achieving an established criterion; LEAP CRT results (as reported by *Progress Profiles*) show the number and percent of Louisiana students who meet or exceed state curriculum content standards.

cumulative enrollment—the sum of all students enrolled in a school or district for at least one school day during the course of the school year, used as the denominator for calculating school- and district-level suspension and expulsion percents.

day of attendance—a student is considered in attendance when he or she 1) is physically present at a school site or is participating in an authorized school activity and 2) is under the supervision of authorized personnel. This definition extends to students who are homebound, assigned to and participating in drug rehabilitation programs that contain a state-approved education component, or participating in school-authorized field trips.

“Students who meet the above criteria and are present at the school site for 26-50% of the student’s instructional day shall be credited with a half day’s attendance. Those who meet the above

criteria and are present for at least 51% of the student’s instructional day are credited with a whole day’s attendance. Students who are not physically present or who are participating for 25% or less of their instructional day will be considered absent for reporting purposes. Absences, whether excused or unexcused, shall be counted as an absence for reporting to the Department.” (Bulletin 741)

dropout—the National Center for Education Statistics (NCES) defines a dropout as “an individual who was enrolled in school at some time during the previous school year, was not enrolled at the beginning of the current school year, has not graduated from high school or completed an approved educational program, and does not meet any of the following exclusive conditions: transfer to another public school district, private school, or state- or district-approved education program; temporary absence due to suspension or school-approved illness; or death.”

“For purposes of applying the dropout definition, the following definitions also apply:

1. A school year is defined as the 12-month period of time beginning October 1 and ending September 30.
2. An individual has graduated from high school or completed a state- or district-approved education program upon receipt of formal recognition from school authorities.
3. A state or district approved program is one that leads to receipt of formal recognition from school authorities. It may include special education programs, home-based instruction, and school-sponsored secondary (but **NOT** adult) programs leading to a GED or some other certification differing from the regular diploma” (NCES, 1993).

elementary school category—any school whose grade structure falls within the K-8 range, excludes grades in the 9-12 range, and does not fit the definition for middle/junior high.

faculty—school-based instructional personnel. In addition to full-time classroom teachers, these individuals include principals, assistant

principals, guidance counselors, librarians, and other instructional staff (provided they teach at least one course).

first-time college freshman—a student who graduates from high school during a given school year and is enrolled full time in a Louisiana higher education institution the following fall semester. A student must begin the fall semester with fewer than 12 hours credit previously attempted (not including advanced placement credits and correspondence study) to be considered a first-time freshman.

graduate—a student who successfully completes a BESE-approved education program, passes the Graduation Exit Examination (GEE), and thus earns a state-approved diploma. Students who earn GEDs are not included.

high school category—any school whose grade structure falls within the 6-12 range and includes grades in the 10-12 range, or any school that contains only grade 9.

in-school expulsion—student is temporarily removed from his/her usual classroom placement to an alternative setting for a period of time specified by the LEA and no interruption of instructional services occurs.

in-school suspension—student is temporarily removed from his/her usual classroom placement to an alternative setting for a minimum of one complete school day and no interruption of instructional services occurs.

Percentile rank of average standard scores for national student norms—percentile rank of the average student in the school, district, or state. For example, a percentile rank of 48 for a school means that 48 percent of the students in the norm group scored at or below the average score obtained by the students in the school.

middle/junior high category—any school whose grade structure falls within the 4-9 range, includes grades 7 or 8 and excludes grades in the K-3 and 10-12 ranges.

norm-referenced test (NRT)—tests that produce a score that tells how individuals/schools perform in comparison with other individuals/schools; LEAP NRT results (as reported by *Progress Profiles*) show how Louisiana schools perform when compared with the district, state, and nation.

October 1 membership—total number of students enrolled in a school on October 1, which is operationally defined by NCES as the first day of the academic school year.

out-of-school expulsion—removal (exit) of a student from school for a determined number of days with no provision of instructional services.

out-of-school suspension—student is temporarily prohibited from participation in his/her usual placement within school with no provision of instructional service; only suspensions resulting in removal for at least one full day are included.

percent of student attendance—the ratio of aggregate days student attendance to aggregate days membership.

remedial course—a course designed by a university to prepare students to succeed academically in college-level courses. Remedial/developmental courses may be offered for college credit (i.e., they are taken into consideration in determining whether students are part-time or full-time) but do not carry degree credit.

